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FOREWORD

At all levels – national, state, district, complex, and school – measures are falling in place to ensure that all students achieve high standards of learning and personal development. Within this context, a strong and defined gifted and talented program in every school relates directly to the Hawaii Department of Education’s (DOE) goal of supporting all students to attain high and challenging standards of performance.

To attain world-class academic performances from our students, we need to acknowledge the diversity of students and their individual needs. Holding all students to the same high standards means that some students will require less time for learning. These students need to be acknowledged and provided with options more appropriate to their learning needs and capabilities.

The Program Guide for Gifted and Talented is intended to help administrators, teachers and others frame a comprehensive gifted and talented program within standards-based education. It provides the foundation for meeting the mandates of DOE Administrative Rule Chapter 51, Provision of Appropriate Educational Programs and Opportunities for Exception Children Who are Gifted and Talented, (HRS §§302A-1112, 302A-444, 302A-445), and Hawaii Board of Education (BOE) Policy 2102: Gifted and Talented. The guide can serve to develop common understandings among the various role groups and to provide a common reference point for discussing and aligning gifted and talented programs within the complexes to support increased student achievement.

Patricia Hamamoto, Superintendent
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INTRODUCTION

VISION AND MISSION

The Hawaii Department of Education, in partnership with the family and the community, is committed to having all public school graduates achieve the General Learner Outcomes and content and performance standards in order to realize their individual goals and aspirations. High school students will have the opportunities, not limited by time, for college-level coursework and program endorsements to prepare them to be successful in a global society. Therefore, all graduates will be fully prepared for post-secondary education and/or careers and their role as responsible citizens.

VISION OF A HAWAII PUBLIC SCHOOL GRADUATE

All Hawaii public school graduates will:

• Realize their individual goals and aspirations.
• Possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society.
• Exercise the rights and responsibilities of citizenship.
• Pursue post-secondary education and/or careers without the need for remediation.

GENERAL LEARNER OUTCOMES (GLOs)

GLO 1: Self-Directed Learner (The ability to be responsible for one’s own learning.)

1. Sets priorities and establishes achievable goals and personal plans for learning.
2. Plans and manages time and resources to achieve goals.
3. Monitors progress and evaluates learning experiences.

GLO 2: Community Contributor (The understanding that it is essential for human beings to work together.)

1. Respects people’s feelings, ideas, abilities, and cultural diversity.
2. Cooperates with and helps and encourages others in group situations.
3. Understands and follows rules of conduct.
4. Demonstrates responsible and ethical behavior in decision making.
5. Analyzes conflict and applies methods of cooperative resolution.
6. Responsibly implements a solution.

GLO 3: Complex Thinker (The ability to demonstrate critical thinking and problem solving strategies.)

1. Applies prior learning experiences to new situations.
2. Considers multiple perspectives in analyzing and solving a variety of problems.
3. Generates new and creative ideas and approaches to developing solutions.
4. Evaluates the effectiveness and ethical considerations of a solution and makes adjustments as needed.

**GLO 4: Quality Producer (The ability to recognize and produce quality performances and quality products.)**

1. Recognizes and understands what quality performances and products are.
2. Understands and sets criteria to meet or exceed Hawaii Content and Performance Standards.
3. Produces evidence that meets or exceeds Hawaii Content and Performance Standards.

**GLO 5: Effective Communicator (The ability to communicate effectively.)**

1. Listens to, interprets, and uses information effectively.
2. Communicates effectively and clearly through speaking, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes.
3. Reads with understanding various types of written materials and literature and uses information for a variety of purposes.
4. Communicates effectively and clearly through writing, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes.
5. Observes and makes sense of visual information.

**GLO 6: Effective and Ethical Users of Technology (The ability to use a variety of technologies effectively and ethically.)**

1. Uses a variety of technologies in producing an idea or a product.
2. Uses a variety of technologies to manage information and generate new information.
3. Understands the impact of technologies on individuals, family, society, and the environment.
4. Uses the appropriate technologies for communication, collaboration, research, creativity, and problem solving.
5. Understands and respects legal and ethical issues.
STANDARDS-BASED EDUCATION

Standards provide a clear picture for students, teachers, school administrators, parents, and the community as to what is expected of students. Standards help to demystify teaching, learning and assessment by communicating what, why and how students need to learn.

Standards are consistent performance targets and serve as reference points for aligning all parts of the educational system—policies, programs, classroom practices, curricular support, as well as, facilities and business services. All decisions support schools’ and teachers’ efforts to assist students in achieving the standards.

Standards-based education reverses traditional notions of schooling. A traditional education system holds the inputs—e.g., time, curriculum, and instruction—steady, while the output—student achievement—varies. In contrast, in a standards-based educational system, the outcomes—i.e., student achievement—are held steady while the inputs vary. Standards are the same for all students; time and opportunity vary. The system is responsible for ensuring that all students meet the standards, no matter how different their needs may be. Time, curriculum and instruction are varied according to student needs. A student’s achievement relative to the standards is what counts, not his/her achievements relative to other students.

The Hawaii Content and Performance Standards (HCPS) set high expectations for all students and form the foundation of what is taught (challenging curriculum), learned, and assessed in the school and classroom. This, in turn, links to increased student engagement, equity in education and improved learning.

GENERAL BELIEFS AND ASSUMPTIONS ABOUT TEACHING AND LEARNING

• Curriculum and instruction provide for equal access to quality instruction and content for all students.
• All children will learn and meet standards given quality curriculum, instruction, and opportunities to learn. Teachers implement curriculum that specifically addresses the Hawaii Content and Performance Standards and apply differentiated instructional strategies to meet the needs of all students.
• Curriculum, instruction, and assessment are connected and must be aligned.
• Curriculum and instruction are based on current, scientific research that informs “best practice.”
• Curricular and instructional practices should be informed by student achievement data, which is derived, in part, from meaningful assessments administered in timely manner. Data should not only be collected, but should also be analyzed. Practice should be adjusted when appropriate in the interest of greater quality and coherence.
• Effective teaching and learning is student-centered and responsive to diverse learning needs. Student needs, as revealed by standards-based assessments, are the primary determiners of what and how things are taught.
• Classroom instruction is characterized by an appropriate balance between discrete skills instruction and holistic instruction. While skills are best practiced and reinforced in connected contexts, not all students acquire skills in this way. When appropriate, skills must be explicitly taught and practiced.

• Learning opportunities for students extend beyond traditional textbooks and include technology, applied learning, work experience, service learning, and community resources as appropriate. Learning opportunities also make effective and creative use of existing learning time and may also make use of extended learning time such as after-school instruction, summer instruction, and year-round schooling.

• Technology should be used as tools to enhance learning.

• Curriculum content recognizes multicultural, global views as well as the Western/European viewpoint and culture.

• Students should be actively engaged in the learning process:
  • —Students should be able to describe what is expected of them and why they’re doing it.
  • —Students should be able to discuss their work in terms of its quality (assessment).
  • —As appropriate, students should be given opportunities to give input into what they need to learn, how they need to learn it and how their work will be assessed.

• Student learning is frequently monitored by using valid performance and standards-based assessments that provide credible and useful data to decision makers at all levels.

• Teachers develop reflective practices that will be used to evaluate the effects of their actions on students and others in the learning communities.

• The communication or language skills (e.g., reading, writing, speaking, listening) and thinking skills should be used across the curriculum as tools for learning. Language is a common denominator in all subject areas and is a powerful learning tool. It should not be thought of as the exclusive domain of the English/language arts class.

References


Mitchell, Ruth.  “Standards: From Document to Dialogue.” Western Assessment Collaborative at WestEd.
DESCRIPTION, PURPOSES, USES

Gifted and talented students need planned and differentiated educational experiences appropriate to their individual abilities to reach their potential. They need to be taught and guided in ways that develop their special abilities.

The Program Guide for Gifted and Talented is intended to provide direction and support to schools in the implementation of new and existing gifted and talented programs and to bring consistency to programs, particularly in the areas of identification, programming, and evaluation. The guide is structured, yet flexible enough to allow for individual school program adaptations to meet unique student needs. The guide takes the position that students would benefit best if the schools designed appropriately differentiated curriculum according to the particular needs of their own students. However, to minimize the potential for problems inherent in wide variations in the areas of identification, programming, and evaluations, and to attain desired consistency levels, each school must develop its program from the directions provided in the guidelines.

The Hawaii definition of the gifted and talented has not been altered and is consistent with Chapter 51 and in line with current Federal directions, which takes into consideration the special needs of the gifted minority. Also, teachers, counselors, and other professional educators who work with the gifted and talented population should be competent in both program content and process skills relevant to the cognitive and affective development of these students.

Department of Education (DOE) Administrative Rule Chapter 51, Provision of Appropriate Educational Programs and Opportunities for Exception Children Who are Gifted and Talented, (HRS §§296-12, 301-33, 301-34), and Board of Education (BOE) Policy 2102: Gifted and Talented, together with current research findings laid the foundation for the development of this document.
1. GIFTED/TALENTED PROGRAM OVERVIEW

PHILOSOPHY

All children and youth have the right to achieve high standards, develop their talents, and realize their potential. Recognizing this right, the Department of Education accepts the obligation to assist all students to develop their potential and the belief that this goal can best be accomplished by providing appropriate educational opportunities. The Department further recognizes the wide range of interests, motivations, and talents among students and believes that this diversity must be considered in the design and delivery of educational opportunities.

Among these students are gifted and talented students who have demonstrated superior achievement or possess the potential for superior achievement. Gifted and talented students may be found within any race, ethnicity, gender, economic class or nationality. In addition, there are students with physical disabilities, learning disabilities or behavioral problems who may be found to be gifted and talented. All of these students constitute a valuable and irreplaceable human resource. When students’ unique and exceptional abilities are nurtured, the chances that these students will be capable of making outstanding contribution to society are enhanced.

The Department of Education is committed, therefore, to providing quality, equitable educational programs and opportunities for its gifted and talented students through a variety of learning approaches that are appropriate to their needs and reinforce the total state instructional program.

Adapted from Chapter 51

VISION, MISSION AND GOALS

The program envisions lifelong learners who are productive and responsible citizens making significant, valuable, and creative contributions to society.

The mission of the Gifted and Talented Program is to provide high-quality education in a dynamic, supportive learning environment and to develop the knowledge, skills, and attitudes necessary to enable the gifted and talented learners to lead productive, fulfilling, and socially responsible lives in a diverse and changing world.

To effectively support the mission, the Gifted and Talented Program must:

- Focus its resources to improve services and programs for gifted and talented students.
- Deliver coordinated support to schools.
- Ensure accountability.
DEFINITIONS OF GIFTED AND TALENTED

The definitions of the gifted and talented guide the development of gifted and talented programs in the Department of Education.

Federal Definitions Of Gifted And Talented

Jacob K. Javits Gifted and Talented Students Education Act of 1994 (Title 10, Part B)

The term “gifted and talented student” means children and youth who give evidence of higher performance capability in such areas as intellectual, creative, artistic, or leadership capacity or in specific academic fields who require services or activities not ordinarily provided by the schools in order to develop such capabilities.

No Child Left Behind (Title IX, Part A, Section 9101(22), p. 544)

The term “gifted and talented,” when used with respect to students, children or youth, means students, children or youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specified academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

Hawaii State Definition Of Gifted And Talented - Chapter 51

Gifted and talented are children and youth whose superior performance or potential indicates possible giftedness in intellectual, creative, or specific academic abilities, leadership capability, psychomotor ability, or talent in the performing and visual arts.

Three-Ring Concept of Giftedness

Joseph S. Renzulli

Giftedness consists of an interaction of three basic clusters of human traits: (1) above average ability, (2) high creativity ability, and (3) high task commitment. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. Children who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs.
STATEMENT OF KEY POLICIES PURSUED

DOE Administrative Rule Chapter 51: Provision of Appropriate Educational Programs and Opportunities for Exceptional Children Who Are Gifted and Talented

Chapter 51, (HRS §§296-12, 301-33, 301-34), acknowledges the necessity for Public Schools to identify gifted and talented students in the following areas: intellectual ability, specific academic ability, creative ability, leadership capability, psychomotor ability, and performing and visual arts abilities. It outlines procedures for identification, placement and programming, recordkeeping, and re-evaluation to assist students to develop their potential through appropriate educational opportunities.

BOE Policy #2102: Gifted and Talented

Policy #2102: Gifted and Talented was approved by the Board of Education in 1998 and amended in 2006. It contains the following provision:

The Department of Education shall provide leadership and direction for all schools, K-12, to provide an appropriate and challenging education for gifted and talented students in the areas of intellect, creativity and/or artistry, leadership, psychomotor skills, and specific academia. The goals of the Gifted and Talented program shall be to:

1. Set challenging curriculum standards appropriate to the intellectual and social development of gifted/talented students;
2. Have every school provide learning opportunities for all students with outstanding talents and learning abilities;
3. Provide instructional and related services necessary to challenge and educate gifted and talented students at levels commensurate with their abilities;
4. Provide staff development and teacher training;
5. Increase and maintain parent participation; and
6. Establish a statewide student identification, parent notification, and program evaluation system.

Department of Education Strategic Plan

The 2005-2008 Strategic Plan defines the priorities, direction, and goals for the next three school years. It sets the following goals for the Department: 1) to improve student achievement through standards-based education, 2) to sustain comprehensive support for all students, and 3) to continuously improve performance and quality. Strategies for improving performance quality that are directly relevant to the gifted and talented are to ensure rigorous and relevant instruction, and to develop instructional options to address student needs (e.g., magnet schools, career/technical schools, Gifted and Talented programs.)
GIFTED AND TALENTED PROGRAM EXPECTATIONS

Criterion 1: The school has a written philosophy of gifted education that is included in the school’s Academic and Financial Plan.

- The school’s philosophy is based upon the premise that knowledge is acquired in the context of practical application that is of value to the students.
- Philosophy and goals are disseminated to all staff members, parents, and students each year and are reviewed on a regular basis.

Criterion 2: The school has written guidelines relating to screening, identification, and placement.

- The screening and identification process includes the application of a minimum of five criteria with a balance of objective and subjective data that are appropriate to the program(s) offered. These include standardized ability tests, standardized achievement tests, teacher recommendations/ratings, parent nominations, peer nominations, self-nomination, tests of creativity, professional assessment of student products and/or performances, interviews, portfolios, auditions, and cumulative records.
- In instances where student assessment indicates a special need, other appropriate instruments and procedures are applied. Examples of special needs may include, but are not necessarily limited to, 1) students achieving below ability, 2) learning disabled students, 3) students who are disadvantaged, and 4) students who are culturally different.
- Screening and identification procedures are conducted at least on an annual basis with opportunities being provided for transfer and new students to participate in the screening and identification process throughout the school year.
- Parameters for screening and identification are reviewed on a regular basis by members of the school committee.
- Screening and identification guidelines are disseminated to all staff members.

Criterion 3: The school has written curricula that differentiate the gifted program(s) and contain instructional objectives designed to meet identified student needs. Students are expected to meet and exceed the regular education standards for the grade level.

- The curricula engage students in activities that require higher-level thinking skills. The curricula are interdisciplinary, global in nature and flexible, allowing for diverse student experiences.
- The curricula allow students to pursue their individual interests and stimulate them in the development of new interests or fields of study through guided and independent research.
- The curricula foster creativity and specific problem-solving approaches and activities.
Criterion 4: Learning activities are designed to attain the instructional objectives of the gifted curriculum.

- Activities and instruction are adapted to student learning capabilities using a wide variety of methods and materials designed to promote productive thinking, understanding of concepts and generalizations, complex thinking, and self-understanding.

Criterion 5: The management and climate of classrooms and other instructional environments are conducive to learning and positive human interactions.

- The classroom climate affirms diversity; individual differences are positively valued.
- The classroom climate conveys to students that learning is valued and intelligence and talents are respected.

Criterion 6: The Complex Area has established procedures for communication among the coordinators of gifted programs, teachers of the gifted, staff members, and parents of gifted students.

- The procedures allow for communication in a variety of ways on a continuing basis, including such means as written media, review and articulation meetings, informal discussions, in-service training, joint-effort projects, and newsletters.

Criterion 7: The Complex Area provides opportunities for ongoing, systematic planning to identify and implement priorities for improvement.

- The Complex Area has established procedures for program planning and improvement.
- The program supervisory and teaching staff can identify current priorities for improvement.
- Staff members can explain their roles in implementing planned program priorities.
- Program staff members receive continuing in-service training oriented toward implementing planned program priorities.

Criterion 8: The Complex Area, with appropriate support from State personnel, sustains the continued development and refinement of the program for gifted and talented students.

- The Complex Area has established a gifted education support team to include any or all of the following members: teachers of the gifted, regular education teachers, school psychologists, counselors, librarians, administrators, parents, or others as may be considered appropriate.
- Roles and responsibilities of the support team members are identified and articulated.
- The Complex Area has a viable, operating communication network between the support team and appropriate staff members.
Criterion 9: The Complex Area utilizes assessment tools that are appropriate for annual program evaluation.

• Assessment tools that provide the necessary information to evaluate program effectiveness and student progress are in place.
• Administrators, teachers, parents, and students are involved in the assessment process.
• Evidence, which documents program changes resulting from the analysis and implementation of assessment data, is available.
2. CHARACTERISTICS

CHARACTERISTICS OF GIFTED CHILDREN

Gifted and talented students are identified so that appropriate interventions can be designed to develop an optimal match between learners’ strengths and abilities and educational opportunities. The process begins with observations of student characteristics and behaviors. The Hawaii State Definition of Gifted and Talented and the Renzulli Three-Ring Concept of Giftedness, the theoretical construct of giftedness upon which the State program is built, provide the focus for observations and directions for program development. These concepts and definitions serve as a basis for schools to understand giftedness and make decisions about programs and services for their gifted and talented students.

Hawaii State Definition: Gifted and talented are children and youth whose superior performance or potential indicates possible giftedness in intellectual, creative, or specific academic abilities, leadership capability, psychomotor ability, or talent in the performing and visual arts.

Three-Ring Concept of Giftedness: Giftedness consists of an interaction of three basic clusters of human traits: (1) above average ability, (2) high creativity ability, and (3) high task commitment. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. Children who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs.

THREE-RING CONCEPT OF GIFTEDNESS

The Three-Ring Concept of Giftedness emphasizes that it is the interaction of the traits of above average ability, high creativity ability, and high task commitment that is necessary for creative and productive accomplishments.
Above Average Ability is characterized as:

General Ability
- High levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory, and word fluency (high end of potential).
- Adaptation to and shaping of novel situations in the environment.
- Automatic information processing: rapid, accurate, and selective recall of information.
- Advanced in achievement for age.
- Generally stable set of characteristics.

Specific Ability
- Application of various combinations of the above general abilities to one or more specialized areas of knowledge or performances.
- Capacity for learning and making appropriate use of advanced knowledge, techniques, and strategies.
- High interest in area of strength.
- Generally stable set of characteristics.

Task Commitment is characterized as:

- Focused motivation: perseverance, endurance, hard work, dedicated practice.
- Capacity for high levels of interest, enthusiasm, fascination, and involvement in an area of study or form of human expression.
- Self-confidence and belief in one’s ability to do important work.
- Ability to identify significant problems and keep abreast of new developments within areas of interest.
- Setting high standards for one’s work.
- Variable set of characteristics: may go through peaks and valleys.

Creativity is characterized as:

- Fluent, flexible, and original in thought.
- Open to experiences; receptive to new and different (even irrational) thoughts and products.
- Curious, speculative, adventurous, and “mentally playful.”
- Willing to take risks in thought and action.
- Sensitive to details, aesthetic characteristics of ideas and things.
- Variable set of characteristics: may go through peaks and valleys.

Accepting students who show a high ability profile into the program is justified. It is the premise of the model, however, that all three rings must be present and interacting to some degree in order for high levels of productivity to emerge. Task commitment and creativity are areas that teachers can develop within the program through the use of interest surveys and a wide variety of stimulating experiences.
CHARACTERISTICS RELATED TO STATE DEFINITION

While gifted and talented children display wide ranges of differences, they also share many common traits. The characteristics below focus on the performance areas identified in the state definition: general intellectual ability, specific academic ability, creative ability, leadership ability, visual/performing arts abilities, and psychomotor ability. Characteristics in the first three categories complement the traits identified in the Three-Ring Concept. These indicators of potential giftedness are not readily apparent in some students and may be expressed in different ways. A gifted child will not necessarily possess all of the traits.

General intellectual ability refers to the mental capacity to learn. It is usually measured by an intelligence test. Students who excel in this area demonstrate mental development accelerated well beyond the average to the extent that they can profit from educational challenges of a high level than provided others in their age group. Characteristics that might be manifested by gifted students with general intellectual abilities include the following:

• Displays abilities for high levels of abstract thinking, verbal and numerical reasoning, spatial relations, memory, and word fluency.
• Is advanced in achievement for age.
• Has quick mastery and recall of facts: rapid, accurate, and selective recall of information.
• Possesses a large storehouse of information and depth of knowledge.
• Has a ready grasp of underlying principles.
• Has advanced vocabulary for age level.
• Displays a keen sense of humor.
• Enjoys intellectual and complex tasks.
• Is curious; has a questioning attitude.
• Is a keen and alert observer.

Specific academic ability is exhibited by those students whose academic potential in specific curricular areas, such as mathematics, the language arts or science, exceeds that which is expected of students according to established norms for their age or grade level. The purpose of programs in this area is to enable students to increase their academic achievement and production. Characteristics that might be manifested by the specific academically gifted include the following:

• Applies various combinations of the above general intellectual abilities to one or more specialized areas of knowledge or in areas of human performances.
• Is very knowledgeable in a particular subject or skill.
• Becomes absorbed and involved in a particular subject or skill.
• Is able to sort out relevant and irrelevant information associated with a particular problem, or area of study, or performance.
• Strives toward perfection.
• Is self-critical.
• Is often self-assertive and confident of his/her abilities.
• Prefers independent work.
• Seeks new creative ideas.

Creative ability, a phrase often used synonymously with productive thinking, is manifested in
students who consistently engage in divergent thinking or conceptualize in abstract terms at high levels. These students are generally insightful, exceptionally imaginative, and original. They are excellent problem solvers who are able to set aside established conventions and procedures when appropriate. Some characteristics manifested by the creatively gifted and talented include the following:

- Is highly curious about objects, ideas, situations or events.
- Is a fluent thinker, able to generate possibilities, consequences, and related ideas.
- Seeks new, unusual or unconventional associations among items of information.
- Makes unusual associations between seemingly unrelated ideas, facts or objects.
- Visualizes mentally, engaging in intellectual playfulness.
- Improvises and accepts disorder with imagination.
- Has a tolerance for ambiguity and uncertainty.
- Is keenly observant and sensitive to beauty.
- Displays a sense of humor.
- Is a high risk taker.

Leadership ability is evident in those students who manifest a natural propensity to assume leadership roles in group activities. Their abilities to organize and promote activities is generally recognized and accepted by their peers who legitimize their roles as leaders. Leadership abilities may be manifested positively or negatively. Looking at leadership more broadly than the “good student,” there are other students with leadership skills that can be developed into socially acceptable and productive forms. Some common characteristics that might be manifested by the gifted and talented with leadership abilities are the following:

- Possesses intelligence and reasoning powers.
- Carries responsibilities well.
- Has abilities to deal with abstract concepts, futures and planning, time constraints.
- Is cooperative and well liked by others.
- Expresses self well.
- Adapts readily to new situations.
- Is sociable.
- Tends to dominate others.
- Is sensitive to the needs and feelings of others.
- Has a desire to help others.

Visual/Performing arts ability refers to exceptional skill or potential in areas such as art, dance, music, drama or speech. Students with high abilities in these areas demonstrate creativity and originality in their productions. They are highly motivated and committed to their art. Some characteristics that might be manifested by the gifted and talented in the visual and performing arts are the following:

- Is outstanding in expressive or performing arts: visual arts, crafts, music, drama, speech, movement, film.
- Thinks and expresses themselves in creative and original ways.
- Has sustained and passionate interest in area of talent.
- Has high standards.
• Is critical of own work.
• Is a keen observer.
• Willingly tries different media and/or techniques.
• Has a large fund of information in the area of talent.

**Psychomotor ability** is aptitude displayed through body movements with demonstrated high ability in either gross or fine manipulative activities. It may be demonstrated in areas such as gymnastics, dance, crafts, or through manual dexterity in individualized activities such as sculpturing and fine mechanical skills. Some characteristics manifested by the gifted and talented in the psychomotor areas are the following:

- Handles body with outstanding coordination, ease, and poise for age or level.
- Excels in endurance, strength, movement, and rhythm.
- Is highly competitive.
- Enjoys tools, machines, motors.
- Has outstanding perception of spatial relationships.
- Is well disciplined for practicing at length.
- Is anxious to use special abilities and strives for improved performance.

Many research-based lists of the characteristics of giftedness have been developed to guide teacher observations of student behaviors. Expanded descriptions of specific traits and behaviors that are related to areas of giftedness in the State Definition and the Three-Ring model can be found in the Appendix. Understanding and identifying these students rests on observations of their behaviors reflected in the specific cognitive and affective descriptions. These indicators and characteristics also have critical implications for the instructional programs developed for these students.
AFFECTIVE CHARACTERISTICS

While gifted and talented students can be distinguished by their cognitive characteristics, they can also be distinguished by affective traits. As with cognitive traits, a gifted child will not necessarily possess all of these traits.

<table>
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<tr>
<th>Characteristic</th>
<th>How It May Look</th>
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| Sense of Justice             | • Displays strong sense of justice in human relationships; has general concern for others and that the world works in a humane way.  
• Displays an early interest in adult ethical issues, e.g., prejudice, inequities; unusually sensitive to ethical issues of right or wrong and finds it difficult to compromise own views and seeks resolutions of moral dilemmas. Often acts against group pressures and challenges authority if situation is perceived to be unjust. |
| Altruism and Idealism        | • Displays a helping attitude toward others; has an unusual sensitivity to the feelings and expectation of others; can sense discord or dissatisfaction through superior ability to interpret nonverbal clues; may intervene to counter a potential problem before help is requested.  
• Feels compelled to improve social conditions; may organize others to help promote change and fairness.                                                                 |
| Sense of Humor               | • Conveys and picks up on humor well.  
• Demonstrates the ability to synthesize key ideas of problems in complex situations in a humorous way; senses the absurdities in situations and recognizes the inconsistencies and incongruities of everyday experiences.  
• Understands the subtle or sophisticated humor/jokes of adults.  
• Exhibits humor through intellectual playfulness; plays with language using figurative language or puns; understands multiple meanings of words and uses humor that may be absurd or “far-out” for their age.                                                   |
| Early Concern About Death    | • Thinks about death at an early age. (Helping them understand and accept the life-cycle process should be treated with sensitivity and maturity.)                                                                 |
| Perfectionism                | • Focuses on doing everything perfectly and becomes disturbed if makes mistakes; adult enthusiasm and expectations for them to do their very best becomes internalized as perfectionism.                                            |
| High Levels of Energy        | • Displays high energy in play and work; demonstrates energy in the ability to accomplish a great deal of work in a short time or in verbal activities.                                                                 |
| Strong Attachments and Commitments | • Forms strong attachments to one or two friends who may be older, or to an adult figure; forms strong attachments to an idealized self that has to be balanced with knowledge of the steps to that goal.                              |
| Aesthetic Sensitivity        | • Expresses appreciation of complexity through aesthetic sensitivity; appreciates multi-layered analysis for interpreting works of art; demonstrates ability for interdisciplinary view of knowledge.                                                  |

CORE TRAITS, APTITUDES AND BEHAVIORS OF GIFTEDNESS
In a study for the National Research Center on the Gifted and Talented, Mary Frasier and Harry Passow, through analysis of research data and case studies, identified ten traits, aptitudes and behaviors that are common attributes of giftedness. They are considered to be cross-cultural and universal traits, aptitudes, and behaviors.

These core traits are not absolute in the sense that every gifted person always exhibits every one of them, but they are attributes that are manifested by children who have been identified as gifted. To apply the core attributes for identification, the focus should be on ways of recognizing the specific behaviors in various cultural and contextual settings. For example, there is consensus that all gifted children exhibit high motivations to learn, but the manifestation of high motivation to learn by a disadvantaged or culturally diverse child in an inner city classroom will differ from a middle-class child in a suburban school.

Every gifted child will not necessarily exhibit each and every trait, but understanding how these characteristics are manifested in specific behaviors from diverse groups should be the focus for studying children.

**Core Traits, Aptitudes, and Behaviors of Giftedness**

<table>
<thead>
<tr>
<th>Trait, Aptitude, or Behavior</th>
<th>General Description</th>
<th>How It May Look</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Forces that initiate, direct, and sustain individual or group behavior in order to satisfy a need or attain a goal.</td>
<td>Persistence in pursuing or completing self-selected tasks (may be culturally influenced); evident in school or non-school activities. Enthusiastic learner; has aspiration to be somebody, to do something.</td>
</tr>
<tr>
<td>Interests</td>
<td>Activities, objects, and avocations have special worth or significance and are given special attention.</td>
<td>Unusual or advanced interests in a topic or activity; self-starter; pursues an activity unceasingly beyond the group.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Transmission and reception of signals or meanings through a system of symbols (codes, gestures, language, numbers).</td>
<td>Unusual ability to communicate (verbally, nonverbally, physically, artistically, symbolically); uses particularly apt examples, illustrations, or elaborations.</td>
</tr>
<tr>
<td>Problem-Solving Ability</td>
<td>Process of determining a correct sequence of alternatives leading to a desired goal or to successful completion of performance or task.</td>
<td>Unusual ability to devise or adopt a systematic strategy to solve problems and to change the strategy if it is not working; creates new design and is inventive.</td>
</tr>
</tbody>
</table>

Program Guide for Gifted and Talented
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Memory</th>
<th>Inquiry</th>
<th>Insight</th>
<th>Reasoning</th>
<th>Imagination/ Creativity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large storehouse of information on school or non-school topics.</td>
<td>Exceptional ability to retain and retrieve information.</td>
<td>Method or process of seeking knowledge, understanding, or information.</td>
<td>Sudden discovery of correct solution following incorrect attempts based primarily on trial and error.</td>
<td>Highly conscious, directed, controlled, active, intentional forward-looking, and goal-oriented thought.</td>
<td>Process of forming mental images of objects; qualities, situations, or relationships which aren’t immediately apparent to the senses; problem solving through nontraditional patterns of thinking.</td>
</tr>
<tr>
<td>Masters information in one to two repetitions; has a wealth of information about school and non-school topics; pays attention to details; manipulates information.</td>
<td>Asks unusual questions for age: plays around with ideas; has extensive exploratory behaviors directed toward eliciting information about materials, devices or situations.</td>
<td>Displays exceptional ability to draw inferences; appears to be a good guesser; is keenly observant; has heightened capacity for seeing unusual and diverse relationships and integration of ideas and disciplines.</td>
<td>Displays ability to make generalizations and use metaphors and analogies; thinks things through in a logical manner; is a critical thinker; has ability to think things through, and come up with a plausible answer.</td>
<td>Shows exceptional ingenuity in using everyday materials; is keenly observant; has wild, seemingly silly ideas; is a fluent, flexible producer of ideas; is highly curious.</td>
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</tbody>
</table>

CONSIDERATIONS FOR UNDERREPRESENTED GIFTED AND TALENTED LEARNERS

MINORITY LANGUAGE AND ECONOMICALLY DISADVANTAGED LEARNERS

Gifted and talented children can be found in all cultural and ethnic groups, across all economic strata and in all areas of human endeavor. Minority students with limited English proficiency and economically disadvantaged students, however, continue to be underrepresented in gifted and talented programs (Frasier and Garcia). Minority and disadvantaged students who have special gifts may not be recognized in the majority culture where the minority culture is not understood. Although gifted minority and disadvantaged students generally have the same characteristics that are generally attributed to gifted students, there are some attributes and behaviors that are embedded in different cultural and environmental contexts that influence the recognition and nurturing of their giftedness. They are nominated less often for gifted and talented programs than students of the majority culture.

To reduce the possibility that economically disadvantaged and limited English speaking children who are gifted are not passed over, there needs to be a multi-pronged effort by adults close to these children. The barriers to recognizing and identifying their exceptional abilities are complex and require program personnel to examine and rethink attitudes, practices, and procedures to identify and develop their giftedness.

- Examine perceptions and beliefs—Do we believe in potential giftedness in these children? Do we understand their culture, their beliefs and values? Do we focus on deficiencies rather than on promising traits? Do we provide them with high learning and enriched experienced that will enable them to exhibit gifted behaviors?
- Assessing identification procedures and practices—Are the measures used for identification free of bias? Are multiple measures relevant to the information being sought? Are there members on the assessment team who are sensitive to and understand these students? Is information sought from a broad range of people who know the children, including parents and peers?

Some practices that help to recognize these students’ gifted potentials include:

- Develop a greater understanding of the different groups and ways gifted potential may be manifested.
- Provide opportunities for talent development—e.g., creative, critical, analytic thinking; problem solving.
- Look for strengths—e.g., creativity, curiosity, leadership, interests, quick understanding of concepts, humor.
- Use multiple measures relevant to the target group.
  - Bias-free measures. e.g., Mercer’s System of Multicultural Pluralistic Assessment (SOMPA), Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students, Bruch’s Abbreviated Binet for the Disadvantaged (SBDA), Naglieri Nonverbal Ability Test (NNAT).
  - Observations—Recommendations from parents, classmates, teachers, and others to highlight students’ talents that are valued by their subcultures.
- Questionnaires, rating scales, checklists used in context of behavioral manifestations relevant to the specific group.
- Anecdotal accounts; teacher journal entries.
- Self-identification—Student describes such things as talents they use outside of school, interests/hobbies, participation in family activities, leadership roles assumed at home.
- Portfolios.
- Self-expressions, such as autobiographies.
- Interviews.
  - Involve a wide range of people to provide student information.
  - Organize data for review in case study form.
  - Involve parents in program planning services and in supporting student development.

Student assessment outcomes may show uneven development and performance. For example:
- Learning performance may show weakness in school knowledge and vocabulary.
- Interest in a range of reading material may not be evident.
- Visual instead of auditory learning strategies may be preferred.
- Self-motivation is less evident.
- Special talent displayed instead of a general talent.
- Outstanding creativity is apparent.
- Curiosity is evident.
- Ability to generate new ideas or clever solutions to problems is evident.
- Observation and outstanding memory are evident.
- Sense of humor may be more mature.
- Flexibility in thinking occurs.
- Leadership among their peers outside of the classroom and school is evident.

The interpretation of performances on the variety of measures would require the use of criteria or guidelines that accommodate the differences in the expression of the gifted characteristics as exhibited by students who come from diverse cultural, ethnic, economic, and environmental backgrounds. The Core Traits, Aptitudes, and Behaviors of Giftedness on pages 14 and 15 (Frasier and Passow) can provide a common framework to make these interpretations.

Providing challenging learning experiences in the student’s area of interest will encourage students to display and develop their giftedness. Provisions may include the following:
- Providing enrichment from as early age as possible.
- Encouraging students to value individual differences and accept unique abilities.
- Encouraging students in areas of strength.
- Developing creativity and leadership.
- Relating learning experiences to real needs.
- Using group work.

In the present environment for learning where all students are expected to excel, minority and disadvantaged students’ early years are important for identifying signs of giftedness and nurturing them in order to prevent diminished performance over time.
LEARNING DISABLED GIFTED LEARNERS

Possessing discrepant patterns of abilities is one way to describe learning disabled students. They may have strong intellectual functioning, yet may be deficient in an area such as reading or mathematics. Learning disabled students often have an uneven pattern of behavior. One problem in identifying students with learning disabilities who are gifted is that a disability often masks or inhibits their giftedness so that it is difficult to tell whether the student’s abilities are outstanding enough to indicate giftedness. On the other hand, giftedness can often mask the learning disability because the gifted abilities can help the student overcome or compensate for the disability.

Students whose dual exceptionality remain unrecognized can fall into these categories:

- Students who have been identified as gifted may exhibit difficulties in learning. They may be considered to be underachievers. Their learning disabilities remain unrecognized and their underachievement may be attributed to poor self-concept or lack of motivation. If the disability remains unrecognized, the student may encounter greater difficulties as learning tasks become more advanced.
- Students who have severe learning disabilities are identified as learning disabled, but their gifted abilities are not recognized.
- Gifted abilities and disabilities may not be identified when they mask each other. These children appear to be functioning reasonably well but are actually performing below their potential. As coursework becomes more difficult, their academic difficulties usually increase if they are not helped with their limitations. Their true potential may never be recognized.

Intellectual strengths of the learning disabled gifted children include their ability to engage in abstract reasoning, their strong problem-solving abilities and their creative strengths. They demonstrate strengths in speaking, understanding, and identifying relationships, vocabulary, and knowledge of information related to a wide variety of topics and observational skills.

Specific weaknesses often include poor memory skills and difficulty with visual-motor integration and visual/auditory processing. They demonstrate weaknesses in handwriting, spelling, and organizational ability.

To identify a learning disabled gifted student, a wide variety of information, including in-depth analysis of both strengths and weaknesses, must be considered. Evaluation should include individually administered intelligence tests, diagnostic achievement tests, evaluation of creative products, peer evaluations of leadership ability, parent interviews, classroom observation of peer interaction and other performance, auditions, aptitude tests, and creativity tests. In addition, tests of perceptual ability, visual motor coordination, and expressive ability can be used to pinpoint disabilities. One of the most frequently used indicators is a severe discrepancy between potential and performance.
Programming for the learning disabled gifted student will take many factors into consideration, including the particular strengths and weaknesses of the student, type of gifted program, parental preference, and logistical considerations. The program may be:

- Primarily an enrichment program with the student receiving additional help for the disability.
- A self-contained program that focuses on both strengths and weaknesses.

The educational needs of these students require atypical responses beyond the traditional classroom. Addressing strengths and weaknesses requires teaming and careful planning. Collaboration, regular and ongoing, needs to occur among regular education teachers, special education teachers and other professional members and agencies with relevant expertise. Parents’ role in planning and implementing a program is critical.

**YOUNG GIFTED CHILDREN**

The importance of early identification has been recognized in gifted education but this group of primary-level gifted children has been underrepresented in gifted programs. Early identification of giftedness is important in order that these children can be nurtured to their fullest potential and reduce the risks of becoming underachievers, or before their abilities diminish or become less recognizable.

Gifted characteristics of young children are similar to the common traits of older children. However, with the young gifted and talented students, cognitive and affective developments may be ahead of fine motor skills and emotional development causing teachers to be uncertain of their gifted abilities. A kindergartener may be reading at the fourth grade level but may not have the motor development to hold a pencil. He/She may be able to explain a complex process or abstract concept but in the next minute may push a classmate. This uneven development may hinder acknowledgement of their giftedness if the developmental process is not understood.

Varied strategies can be used over a period of time to identify their giftedness. For example:

- Teacher and parent observations of behaviors and verbal abilities.
- Use of checklists, rating scales, portfolios.
- Creativity testing.
- Product development.
- Administration of psychometric measures.

An important factor is to provide a classroom environment where all children can easily engage in activities and projects at their own level and pace, and where a range of gifted behaviors is encouraged. An expanded description of the characteristics of young gifted children may be found in the Appendix.
3. PLANNING FOR GIFTED AND TALENTED STUDENTS

GOALS FOR GIFTED AND TALENTED STUDENTS

Preparing gifted and talented students to become lifelong learners who are productive and responsible citizens making significant, valuable, and creative contributions to society, will require a supportive environment and experiences to develop their unique potentials. They will need intellectual and creative stimulation to help them develop their abilities in their academic or performance areas of giftedness and talents, and they will need support and guidance to develop healthy and realistic self-understandings. There should be many opportunities for them to achieve at levels of excellence and exceed the expectations and performance levels of the content standards and the General Learner Outcomes:

- To develop the ability to be responsible for one's own learning.
- To develop the understanding that it is essential for human beings to work together.
- To develop the ability to demonstrate critical thinking and problem solving strategies.
- To develop the ability to recognize and produce quality performances and quality products.
- To develop the ability to communicate effectively.
- To develop the ability to use a variety of technologies effectively and ethically.
<table>
<thead>
<tr>
<th>General Learner Outcomes</th>
<th>Program Goals</th>
<th>Teacher Goals</th>
<th>Student Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Directed Learner</td>
<td>The student will be given opportunities to learn independent study skills and design and undertake studies/investigations/projects using appropriate strategies and resources skillfully.</td>
<td>The teacher will organize the program around unit topics, themes, issues or problems, teach discipline-based methods of inquiry and provide opportunities for in-depth, self-directed studies.</td>
<td>The student will demonstrate independent learning skills, planning and time management skills, and research skills through investigative projects; he/she will set high but realistic goals that require the student to stretch his/her capabilities.</td>
</tr>
<tr>
<td>Community Contributor</td>
<td>The student will be provided opportunities and experiences to develop a continually growing philosophy that reflects responsibility to self as well as to others.</td>
<td>The teacher will provide a learning environment where mutual respect and cooperation are valued, and encourage interaction and the exchange and exploration of meaningful ideas.</td>
<td>The student will demonstrate the understanding of leadership and followship roles and make positive contributions to the attainment of group goals; identify and analyze school/community issues and problems; seek responsible resolutions; communicate effectively with others in sharing his/her unique insights.</td>
</tr>
<tr>
<td>Complex Thinker</td>
<td>The student will be provided opportunities to develop and expand creative and critical thinking, interact with advanced content, and re-conceptualize knowledge into innovative and unique ideas, forms, and solutions.</td>
<td>The teacher will provide differentiated learning opportunities where higher thought processes can occur in accelerated content and interdisciplinary themes and issues in an environment where new and creative ideas and perspectives are encouraged.</td>
<td>The student will demonstrate the habits of mind which allow him/her to be a fair-minded thinker: ability to question, consider different points of view, examine reasons, and withhold judgment when evidence and reasons are insufficient; ability to apply knowledge to identify the problem; consider possible solutions and consequences; select the best alternative; plan to</td>
</tr>
<tr>
<td>General Learner Outcomes</td>
<td>Program Goals</td>
<td>Teacher Goals</td>
<td>Student Goals</td>
</tr>
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<tr>
<td>Quality Producer</td>
<td>The student will be provided instructional materials and experiences that are commensurate with his/her learning capabilities and be challenged by models of excellence.</td>
<td>The teacher will provide a differentiated curriculum that motivates and challenges the learner to apply high levels of excellence.</td>
<td>The student will demonstrate an understanding of the standards and exceed them; accept the challenges of learning and value the knowledge gained; apply/transform new knowledge to personal and academic endeavors.</td>
</tr>
<tr>
<td>Effective Communicator</td>
<td>The student will be provided reading, writing, and oral communication experiences and materials that are commensurate with and further develop his/her language proficiencies.</td>
<td>The teacher will provide a differentiated curriculum that allows the student to interact with major systems of thought and provide communication models, styles, and experiences to express his/her ideas in a variety of ways.</td>
<td>The student will demonstrate the ability to communicate effectively in written, verbal, and other visual and symbolic forms in ways that are creative and relevant to the purpose and audience.</td>
</tr>
<tr>
<td>Effective and Ethical Users of Technology</td>
<td>The student will be provided opportunities to learn and use varied technologies as tools for learning, problem solving, creative expressions, and developing products.</td>
<td>The teacher will provide the means for students to learn about and use the technologies that are appropriate for advancing student learning; address the impact of technologies on individuals and society, and the importance of knowledge, morality, and ethics in the responsible and worthy use of all technologies.</td>
<td>The student will demonstrate the use of varied kinds of technologies as tools for learning, problem solving, creative expressions; demonstrate an understanding of the appropriate use of materials created and made available by the technologies, and respect the ethics and laws that govern intellectual properties and privacy.</td>
</tr>
</tbody>
</table>
PROGRAM OPTIONS

The identification process yields important data about each student for making decisions about services and curriculum. Strengths, weaknesses, interests, special talents, special needs, personality, and other information that surface in the process should lay the foundation for finding the best program option fit for students.

Once a student is identified as having outstanding capabilities that cannot be met in the regular grade level curriculum, all program options should be considered and the best option selected. No single option will meet the needs of all gifted students. Looking at the total school as the arena for supporting and developing gifted students’ development will provide flexibility in designing the best fit for students.

These alternative learning environments and/or experiences can affect the method of grouping students, scheduling, and the type and number of teachers needed. Program options include the following:

PULL-OUT PROGRAMS

Students leave the classroom on a regular basis for the purpose of working on differentiated curriculum with other gifted students. The curriculum is differentiated in ways that fit the needs of gifted students. The organization reduces the variance within the group to make it easier for the teacher to provide instructionally relevant materials. A trained teacher provides instruction. Programs may focus on modifying general academic content or a specific content area. This option provides the opportunity for gifted students to work with their intellectual peers for part of the day and to maintain membership in their grade-level group.

ENRICHMENT IN THE CLASSROOM

A differentiated program of study for the gifted by the classroom teacher within the regular classroom without outside assistance is an option.

CONSULTANT-TEACHER PROGRAM

Differentiated instruction is provided within the classroom by the classroom teacher with the assistance of a specially trained consultant teacher who provides extra materials, teaches small groups of students in the classroom, and/or assists the regular teacher in instructional planning.

SPECIAL CLASSES

Special classes provide services to gifted students on a daily basis for one or more periods a day. A trained teacher teaches the class and provides a curriculum that allows for pursuit of studies that are differentiated from the regular grade level according to ability and pacing needs. Special classes are similar to pull-out classes except that the students are not missing or pulled out of another class or program to participate.
CLUSTER GROUPING

Cluster grouping is the practice of placing four to six gifted students in the same regular classroom with a teacher trained to teach gifted students. Other students in the class are of mixed ability. The “cluster” of gifted students allows them to learn together and facilitates planning for the teacher. Teachers do not have the strain of trying to meet the needs of one gifted child in the classroom and differentiation for the gifted is more likely to occur when the teacher knows that the time and effort will impact on several students.

FULL-TIME GIFTED SERVICE

Gifted students are grouped together for most of the day except for classes such as art, music, and physical education. Services are targeted to meet the needs of the gifted in every other area. All curriculum can be differentiated to be appropriate for the students’ levels of abilities. Acceleration can be used in each content area and processes and products can also be differentiated from what may be required in the regular classes. Teachers are specially trained to work with the gifted.

MAGNET SCHOOLS

Magnet schools focus on specific areas, such as foreign languages, science, advanced mathematics or the arts. Students with special interests in the focus area of the school are encouraged to enroll even if they are outside of the student’s geographic attendance area. Students can move through basic mini-courses into in-depth studies of their choosing.

MENTORSHIP

Mentoring can provide valuable experiences to gifted students as they work with a mentor who is willing to share personal values, particular interests, and their time, talents, and skills. The student may leave school for a period of time, perhaps a few afternoons a week, and learns under the supervision of a specialist in the community who is an expert in the student’s area of interest. Theoretically, mentorship can have powerful effects but it will take time and effort to set up the program and provide continued nurturance and leadership. To be effective, some steps should be followed.

• Identify what a student needs. The student may want to learn a particular skill, in-depth studies of a particular area, or exposure to a field of study.
• Decide whether the student really wants or needs a mentor. Some might just want an advisor, or exposure to a career field rather than a mentor relationship that entails prolonged contact and growth.
• Identify and interview a few mentor candidates. Determine if they have the time to be a role model, if their style of teaching would be compatible with the student’s learning style, and whether they are excited about their work.
• Prepare the student for the mentorship. Make sure that the student understands the purpose of the relationship and the rights and responsibilities that go along with it.
• Monitor the mentor relationship. The student should be working well with the mentor and building confidence and self-esteem. Each side should have realistic expectations.
INTERVENTION MODELS

Intervention models are organizational patterns established for the teaching and learning environments to accommodate the needs of these students. The purpose for which the program is developed and the goals and objectives of the program will provide the rationale for the selection of program type when planning the school program. No one type will do everything so a program will combine and adapt experiences to produce the desired result.

ACCELERATION

Acceleration refers to the ways the program is structured to provide for gifted and talented students to engage in studies that are at a more advanced level than the one in which they are currently enrolled. Acceleration assumes that gifted children, who, by their identification data, are seen to be achieving or operating at advanced skill levels. The results of meta-analysis on research studies on acceleration show positive effects on students’ cognitive development and school success. Acceleration options include content acceleration, grade skipping, dual enrollment in college, Advanced Placement courses, and compressing or compacting curricula.

ENRICHMENT

Enrichment refers to the opportunities to study additional topics not covered in the regular curriculum, but not necessarily advanced topics. These opportunities allow for the horizontal growth of students in subject areas. Enrichment can be experiences that replace, supplement or extend learning in depth and breadth. The experiences should respond to students’ specific gifted and talented characteristics.

INDIVIDUALIZATION

Individualization refers to meeting the needs of the gifted by providing individualized instruction focused on new learning tasks at the next higher level of difficulty or progression and that is tailored to the individual child. Individualization might be based on the student’s interests, learning style, and special talents. Although there are few totally individualized classrooms, teachers will use this approach at various times.

REMEDIATION

Remediation might seem to be inconsistent with gifted programs as gifted and talented students generally test and perform at high levels. A broad view of the evaluation, however, may reveal weaker areas of functioning. Students should be allowed to soar in the areas of strengths but may need to be helped to improve basic skills in other areas.

As efforts, means, and methods improve to identify students from underrepresented groups, such as the cultural and disadvantaged minorities, these gifted students may have gaps in their learning that need to be given attention. Sandra Kaplan speaks of a “gap curriculum,” or transitional gifted program (Kaplan, p. 121). While the traditional underrepresented gifted groups need a curriculum that provides for sophisticated and complex content and processes to
develop their potentials, the transitional emphasis would provide bridging or scaffolding to cover elements they need to learn and use to progress: the language, gaps in skills, the keys to success to make the transition from the regular program to the gifted program.

**GUIDANCE**

Underlying any program organizational pattern are services and experiences that help students to develop better understandings of themselves and others. Uneven developmental patterns of the gifted, as well as the degree of difference from age peers, create a situation where counseling and guidance services are important ongoing provisions to address their social and emotional needs. Other topics, such as career opportunities and planning for college, can be explored through individual and group meetings.
THE SCHOOL PLAN

Chapter 51 requires a school plan for the gifted and talented that is approved by the Complex Area Superintendent. Provisions required by Chapter 51 must be addressed in each school’s Academic and Financial Plan.

The school plan should clearly articulate the quality of the program for gifted and talented students and provide details that can guide the implementation and growth of the program regardless of personnel changes. The Hawaii Department of Education has committed to high expectations for all students and the Department’s standards are recognized for the rigor necessary to develop the desired qualities of the Hawaii public school graduate. In order to align with this commitment, the gifted and talented program must also respond to the call for excellence and ensure that the plans and delivery of services will enable students to exceed the standards at levels commensurate with their abilities. Token programs will not achieve this goal. Since gifted and talented students have demonstrated their exceptional abilities and motivations to learn, the plans should be a blueprint for providing a range of learning opportunities appropriate to their abilities.

Articulating school plans at the Complex Area level will allow for the coordination of programs to provide for continuity in programming and student development. Because staffing, student needs, and other factors differ among schools in a complex, programs need not be exactly the same in all of the schools. The interaction and articulation, however, can lead to common understandings, standards, and procedures upon which each school will build and implement its program. The process can ensure that students receive services with a well-developed scope and sequence of studies as they move through the levels of schooling.

The following is a brief outline of the dimensions of a school plan. A detailed format for developing the plan can be found in a later section of the guide.

1. Program philosophy, goals, and objectives
   - Develop the school/complex philosophy specific to gifted and talented students in a position paper.
   - Determine the goals with measurable objectives and the evaluation procedures in accordance with them.
   - Ensure that the total school population has an opportunity to be considered for the nominating, testing, selecting, and placement system.

2. Program design
   - Determine the identification and selection criteria and procedures in consonance with state guidelines.
   - Determine the appeal, reevaluation, and exiting procedures.
   - Select teachers for the program who are qualified and interested.
   - Decide on a curriculum plan: how content/process/product dimensions, instructional strategies, and materials and resources will be integrated to fit the goals and objectives.
• Ensure that instructional plans for student experiences are different from those provided in the regular classroom.
• Ensure that differentiated curriculum denotes content, process, and products at more advanced, complex, and creative levels.
• Ensure that the program or service has sufficient time within the regularly scheduled school hours to assure that the activities will have a significant and measurable effect.
• Determine what information will be included for recordkeeping and develop forms.
• Define the procedures to evaluate student progress, program objectives, and program administration.

3. Create a staff development plan that addresses the nature and needs of gifted students, curriculum differentiation, and affective needs of the gifted.

4. Develop plans to involve parents.
THE ROLE OF THE TEACHER

Teachers of the gifted and talented are often called facilitators of learning. Teachers are not just dispensers of information but are responsible for arranging the conditions and standards for learning. They create a healthy environment for learning wherein students develop an understanding of productivity and sense of industry. They stimulate a sense of awe and wonder in learning.

Teachers’ roles will depend on the school’s program, delivery design, the age and grade levels of students, and curricular demands. They cannot be expected to be an expert in all areas in which gifted and talented learners manifest their abilities and interests, but all teachers of the gifted and talented must:

- Understand the qualities, potentials, attitudes, motivations, and achievement of gifted and talented learners and enjoy working with them.
- Reflect on their own attitudes toward giftedness and have a positive attitude toward high ability students.
- Possess sound knowledge of the structure of the disciplines they teach, how professionals in that discipline frame problems and how inquiry is conducted.
- Possess the repertoire of skills needed to share their knowledge.
- Allow for the free exchange of ideas and wide variety of solutions to problems.
- Stimulate model critical thinking skills, creative thinking techniques, and problem solving techniques.
- Accept and encourage independent thinking and open inquiry.
- Provide students with social-emotional support and foster the development of positive self-concepts.
- Have a good sense of humor.

Teachers of the gifted and talented must have a realistic awareness of the great range of abilities and different capabilities within a group of gifted students. They must be flexible and be able to inspire confidence. Teachers who are constantly expanding their horizons for the mastery and appreciation of their disciplines, who pursue deepening insights into their discipline, and who have the respect of their students will be effective with gifted and talented students. What is important is that teachers instill a love of learning and creating, and inspire the pursuit of excellence by modeling these qualities.
4. IDENTIFICATION

All children may exhibit the traits that characterize gifted and talented students, but the gifted and talented exhibit them more consistently and to a degree that they require modifications in their educational program for further development to occur.

As individuals, gifted and talented students are as different from one another as they are from typical learners. Their unique abilities may be manifested in varied ways, not always positively. These students may not always be the well-behaved teacher pleasers who get straight “A”s. A child with exceptional memory and learning ability who needs only one or two exposures for learning may resist repetition of materials and the drill and practice. The critical and insightful thinker will recognize illogical elements of a lesson and may inwardly or openly react negatively. A child with the capability and interest in advanced studies of a subject area will be bored with the regular curriculum and possibly withdraw from participating in class activities. When their needs are not met, they often do poorly or misbehave and teachers and parents may not recognize the underlying cause—frustration or boredom.

Schools must provide a system to identify students in need of gifted education services. The U.S. Department of Education report, “National Excellence, A Case for Developing America’s Talent,” recommends that schools must develop a system of identification that:

- seeks variety—looks throughout a range of disciplines for students with diverse talents;
- uses many assessment measures—uses a variety of appraisals so that schools can find students in different talent areas and at different ages;
- is free from bias—provides students of all backgrounds with equal access to appropriate opportunities;
- is fluid—uses assessment procedures that can accommodate students who develop at different rates and whose interests may change as they mature;
- identifies potential—discovers talents that are not readily apparent in students, as well as those that are obvious; and
- assesses motivation—takes into account the drive and passion that play a key role in accomplishment.
Common understandings by staff members of key terms of the state definition, characteristics of gifted students, and the school’s program and goals give the identification process credibility and focus. Discussions for clarification and understanding of these elements can address the following topics:

- Key concepts of the state definition, such as intellectual ability and potential for high achievement.
- Behaviors that characterize the type of students referred to and understanding these characteristics as related to students in the school. Discussions should include characteristics of different cultural, ethnic, special needs, and socio-economic groups of students.
- Indicators of potential giftedness, abilities that are not readily apparent in some students, keeping in mind that indicators may be expressed in different ways.
- Sources of information for these indicators, such as tests, observation formats, records, work samples, and performance.
- Program options for students who will be selected in any of the areas (general intellectual ability, specific academic ability, visual arts, etc.) and the focus area of development (language arts, mathematics, art, etc.)
IDENTIFICATION PROCESS

Staff development

NOMINATION

Parent/community/school staff and/or Self/Peer and/or Test scores

Parent permission to screen

SCREENING

Minimum of five criteria gathered by committee with a balance of objective and subjective measures from several sources

SELECTION

Student data organized on matrix, profile, or case study format. Identification committee makes recommendations for placement.

Principal approves/revises recommendations

Not accepted at this time

Accepted

Parent permission to participate

Appeals

May or may not be accepted

PLACEMENT
IDENTIFICATION REQUIREMENTS

The identification requirements address Section 8-51-6 of Chapter 51 as they are applied to the identification process. The requirements offer both a minimum and an exemplary set of practices that will guide school committees to design procedures and program services. All schools throughout the state are expected to implement the minimum practices. Exemplary practices are voluntary and will be decided at the discretion of the Complex Area Superintendents and complex principals.

Criterion 1: The identification process shall be established in writing and approved by the principal prior to the identification of students for the program.

<table>
<thead>
<tr>
<th>Minimum Practices</th>
<th>Exemplary Practices</th>
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</table>
| 1.1 A school committee composed of representatives selected by the principal shall develop the identification procedures.  
1.1a Principal and committee members shall receive professional development on the nature and needs of gifted students and on options for assessment procedures and practices. | 1.1 A complex committee composed of representatives selected by each principal in a complex shall develop the complex identification procedures.  
1.1a All teachers, counselors, and others involved in the student assessment process shall receive training on the nature and needs of gifted students. |
| 1.2 The school committee shall review the definition of gifted students in Chapter 51, determine which components of the definition they intend to address based on student needs, and develop procedures that include  
1.2a The quantitative and qualitative measures that will be used and the matrix or case study form to be used to display data.  
1.2b The process to govern the intake of students who transfer into the complex or who transfer within the complex.  
1.2c The procedures for appealing identification decisions.  
1.2d The procedures for re-evaluation of student placement and for exiting students from the program, which include involvement of the student, parent/guardian, teacher and counselor.  
1.2e The process and criteria for considering student furloughs, | 1.2 The complex committee shall determine how all components of giftedness included in Chapter 51 shall be addressed and develop procedures that include  
1.2a The use of matrix or case study approach that involves multiple criteria, both quantitative and qualitative, and process for reviewing data by the identification committee.  
1.2b A process to govern the intake of students who transfer into the complex or who transfer within the complex. |
**Criterion 1: The identification process shall be established in writing and approved by the principal prior to the identification of students for the program.**

<table>
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<tr>
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<tr>
<td>Including the length of time of the furloughs before the student would be exited from the program. 1.2f The process for students to make a smooth transition from one school to another. 1.2g Assurance that the population of the gifted program reflects the school community.</td>
<td>1.3 The committee shall submit its procedures at a meeting of the complex principals for review and approval. Upon approval, the procedures becomes a part of the complex plan for the gifted/talented program.</td>
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<tr>
<td>1.3 The committee shall submit its procedures to the principal for review and approval. These procedures become part of the school’s gifted/ talented program plan.</td>
<td>1.3 The committee shall submit its procedures at a meeting of the complex principals for review and approval. Upon approval, the procedures becomes a part of the complex plan for the gifted/talented program.</td>
</tr>
<tr>
<td>1.4 The school selection committee shall recommend students for selection to the principal or designee.</td>
<td>1.4 The complex committee shall determine if it or the individual school committees shall make the selection of students for the program.</td>
</tr>
<tr>
<td>1.5 The student identification procedures shall be available to parents, teachers, and community members, upon request, after the principal approves the plan.</td>
<td>1.5 The student identification procedures shall be available to parents, teachers, and community members, upon request, after the complex principals approve the plan. Training and information sessions appropriate to the target groups shall be offered.</td>
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**Criterion 2: The identification process shall include three stages: nomination, screening, and selection.**

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<th>Minimum Practices</th>
<th>Exemplary Practices</th>
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| **Nominations**  

2.1 Information on the identification process shall be widely disseminated during the nomination phase to give all students the opportunity to be nominated for services designed for gifted students. | **Nominations**  

2.1 All kindergarten and first grade students are considered to be nominated for program services. |
| 2.2 Nominations shall be solicited from a variety of sources, including parents, educators, community members, and peers, and any person familiar with the student’s ability, potential, performance, and/or past records. | 2.2 Information about student nominations shall be provided to parents in the major languages spoken by students in the complex area. |
### Nominations

2.3 Nominations shall be accepted throughout the school year.

2.3a The general identification periods are held near the end of the school year and/or the beginning of the school year. New summer enrollees are processed at the beginning of the school year.

2.3b Thereafter the selection process is activated upon receipt of a nomination.

2.3 If the decision has been made for the complex committee to serve as the screening committee, the committee will accept nominations throughout the school year.

2.3a The complex committee has a procedural plan for receiving nominations.

2.3b The general identification periods are held near the end of the school year and the beginning of the school year.

2.3c Thereafter the selection process is activated upon receipt of a nomination.

### Screening

2.4 Information on the nominated students shall be gathered by a coordinator during the screening phase.

2.4a Multiple criteria, as defined in Standard 3, are reviewed for all students nominated for the program. No single criterion, such as an aptitude or achievement test score, shall be the determining factor in preventing further screening of students.

2.4b Multiple criteria shall be compiled onto a matrix or case study format for review by the selection committee.

2.4c Written permission shall be obtained in advance from parents/guardians if additional testing is to be conducted.

2.4d Students with special needs shall have the opportunity to be nominated and provisions for further assessment are made.

2.4e All screening information gathered are maintained by a school administrator or principal designee who can assure confidentiality while making the information available to those who need it for educational decisions.

2.4f The selection committee records data on each student in a uniform manner.

### Procedures

2.4 Procedures shall be in place for the school coordinators to gather data, compile data on matrices or in case study format, and submit to the complex committee if the decision has been made for the complex committee to serve as the screening committee.

2.4a The schools in the complex shall use a common matrix.
Selection
2.5 The selection committee shall review student data.
2.5a The school principal appoints the selection committee members, assuring that they are appropriately trained and knowledgeable about the nature and needs of gifted students, and about the services that are a part of the program for gifted students.
2.5b The selection committee reviews the data on each student and determines who will most likely benefit from the gifted educational services provided by the school.
2.5c The student-review data are anonymous and identified by numbers or some other code.
2.5d The gifted/talented teacher is not a member of the selection committee but may serve as a consultant to the committee.
2.5e The committee determines if teachers who work with special needs students should serve as advisors during their deliberations.
2.5f The committee is responsible for determining which students did not fully meet all of the selection criteria, but would benefit from program services.
2.5g The committee’s report may include recommendations for special services other than those offered in the gifted program.
2.5h The committee submits a summary of its deliberations to the school principal for review and the list of recommended students for approval/revision and notification of parents/guardians.
2.5i Students who are approved for services by the principal will receive services as soon as possible after parent/guardian approval has been obtained.

Selection
2.5 The complex selection committee reviews and discusses student matrices or case studies for all screened students and base the decision for program placement on whether or not the student would benefit from program services beyond those offered in the general school program.
**Criterion 3:** *The identification shall be based upon data from a minimum of five sources and shall include both qualitative and quantitative data.*

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<thead>
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<tr>
<td>3.1 Identification data shall be appropriate for and consistent with the areas of giftedness served.</td>
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<tr>
<td>3.2 A minimum of five data sources, with a balance of quantitative and qualitative measures, is used for each area of giftedness to be served. Some data sources are applicable to two or more areas included in the definition.</td>
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<tr>
<td>3.3 Identification instruments are selected according to their validity, reliability, cost effectiveness, and appropriateness for the school population and the program for which the student will be selected.</td>
<td>3.3 The complex committee reviews the programs offered by the schools and selects appropriate instruments for the school populations and the programs for which the students will be selected.</td>
</tr>
<tr>
<td>3.4 No criterion used for identification is given more weight than another during the selection process. No single criterion eliminates the student from further assessment.</td>
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<tr>
<td>3.4a Students who are selected remain in the program and are not re-identified annually. If there is a cause to reevaluate a student’s placement, the reevaluation/exiting procedures are followed.</td>
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<tr>
<td>3.5 Personnel shall be properly trained to use the various measures of identification to ensure inter-rater reliability.</td>
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IDENTIFICATION ASSESSMENT MEASURES

Various types of measures are used to assess students in the identification process to determine their giftedness or talents and the fit with the particular services provided by the school. To guide the selection of measures, the school’s program should be clearly defined and articulated as measures should match student potentials to be served by the program. The program goals set the direction for the types of talent or ability to be identified. For example, if the program goal were to accelerate the development of mathematical reasoning, the program would seek students who have exceptional aptitudes and interests in mathematics. A program designed to enrich the general curriculum would seek students with high intellectual abilities. The operational definitions of the behaviors that are indicators of each gifted aptitude are considered to select the measures to be used to identify the target behaviors.

Other factors to be examined in the selection of measures are the reliability and validity of the instruments as well as the practical considerations of test administration. In summary, the following factors are considered.

1. Defining the goals of the identification process.
   • What are the major goals of the gifted program?
   • What are the areas of giftedness to be served?

2. Assessing relevance/appropriateness of the instrument.
   • What does the instrument purport to measure?
   • Is the instrument relevant for the intended purposes? Does the instrument measure the behaviors listed in the goals of the identification process?
   • Is the instrument appropriate for the intended target group? Is it free of cultural bias?

3. Assessing technical components.
   • Is the instrument reliable?
   • Is the instrument valid?
   • What other evidence is available to measure the construct?
   • What limitations does the instrument have?

   • How much time is needed to administer the instrument?
   • How are the results scored?
   • How much does the instrument cost?

5. Interpreting results.
   • Is there someone who is knowledgeable about the instrument who can appropriately interpret the results?
Frequently Used Measures and Procedures

Standardized test instruments can provide indications of a student’s abilities in the area tested at that age, if selected and applied appropriately. Examples of inappropriate use are applying mathematics scores for language arts programs and relying heavily on visual-spatial measures for highly verbal services. Some areas, especially in the arts, may not require an IQ test but should include expert judging of products or performances and assessments specific to that field.

Summaries of standardized tests and rating scales may be found in the Appendix.

Essays can provide information not only about the students’ writing abilities, but also about their knowledge, interests, motivations, and insights. Essays and other writing samples should be rated against a set of criteria.

Interviews can be informative and helpful in assessing students, particularly those students in the generally under-represented groups of the student population (e.g., different cultures, low socio-economic status, limited English proficiency, learning and other disabilities). Interviews can help to uncover abilities and capabilities that are not revealed on the tests or are not readily observable.

Auditions provide students the opportunity to demonstrate their skills and talents in the performance areas. Performances should be rated against a set of criteria.

Rating scales that provide opportunities for teacher input on superior academic performances in specific subject areas and other qualities like creativity and motivation are generally a part of the collection of data. Like other measures, rating scales need to be used appropriately.

• Consider the type of program for which students are being identified and use relevant rating scales.
• If more than one rating scale is used, scores are listed separately on the matrix, not added for a total rating scale score.
• To maintain the reliability of the scales, scales should be used as developed. Items are not modified, scales are not shortened by eliminating items, or lengthened by adding items from other scales.
• Raters should have a common understanding of the meaning of the items on the scale. A clear set of indicators would be helpful, but in-service training and inter-rater reliability are recommended.
Organization of Assessment Data

The use of multiple measures as the standard for identifying students for the gifted and talented programs is intended to give schools the best picture of students’ needs and abilities and to match them with appropriate educational experiences to further their development. The varied forms of data, however, cannot easily be compared or combined. To synthesize the student’s evaluation, the matrix is used as a simplified standardization process.

The matrix should be constructed to allow varied forms of data to be pulled together into a profile by converting scores into a 5-level scale.
5. CURRICULUM AND INSTRUCTION

DIFFERENTIATING THE CURRICULUM

Developing a differentiated curriculum involves designing an environmental setting, providing varied learning options to make curriculum and instruction the best possible fit for learners, and implementing teaching strategies so that gifted responses will occur more readily. Characteristics that were highlighted in the identification of these students should be indispensable for designing curriculum for them. The curriculum should show evidence of the following:

- A direct response to the nature of the characteristics of the gifted and an attempt to develop these traits.
- Substantive and valued learning that is planned and designed rather than by happenstance.
- Recognition of readiness for learning, interests and the cumulative effect of learning over time.
- A correlation to a philosophical and theoretical framework.

Curriculum for the gifted and talented emanates from the standards of the core curriculum, but the abilities and learning needs of these students must be addressed. These traits guide the translation of principles into practices and the delivery of planned and coordinated instructional programs.

PRINCIPLES OF DIFFERENTIATION

1. Present content that is related to broad-based issues, themes or problems.
2. Integrate multiple disciplines into the area of study.
3. Allow for the in-depth learning of a self-selected topic.
4. Develop independent study skills.
5. Develop higher-level thinking skills.
6. Focus on open-ended tasks.
7. Develop research skills and methods.
8. Encourage the development of products that challenge existing ideas and produce “new” ideas.
9. Encourage the development of products that use new techniques, materials and forms.
10. Encourage the development of self-understanding.
11. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

The beginning point of developing differentiated curriculum for the gifted and talented requires an examination of the basic elements that make up all curricula: **content, process and product**.

- What content do we want students to know?
- What skills and process should students master?
- How should students demonstrate understanding of the content and mastery of the skills and processes through the products they create?

**DIFFERENTIATING CONTENT**

Based on differentiation techniques developed by Sandra Kaplan:

**CONTENT** is derived from:
- National, state, and local standards.
- Curriculum guides, textbooks, issues and problems, and teacher’s knowledge of the subject.

**CONTENT** responds to students’:
- Readiness, interests, and learning abilities.

**CONTENT** is differentiated by:
- Challenging students to formulate concepts, develop relationships, and make applications.
- Integrating multiple disciplines into the area of study.
- Modifying depth: digging deeper, scratching beneath the surface to gain new perspectives, studying the topic from the concrete to abstract, from the familiar to the unfamiliar, and from the known to unknown.
- Modifying complexity: extending the content to the study of issues, problems and themes; building understanding within and across disciplines.
- Modifying pace of studies.
- Exploring substantive content at conceptual and abstract levels.

Strategies for differentiating content:

**Depth**
- Language of the disciplines: specialized and technical vocabulary, symbols.
- Details: attributes, characteristics, parts, variables.
- Patterns: repetition, predictability.
- Trends: factors that influence events, ideas, directions.
- Unanswered questions: ambiguities, gaps in information, incomplete ideas.
- Rules: order, structure.
- Ethics: dilemmas, controversial issues that plague the area of study.
- Big ideas: generalizations, principles, theories.

**Complexity**
- Over time: time as an agent of change, past/present/future perspectives.
- Points of view: multiple perspectives, opposing viewpoints.
- Interdisciplinary connections: knowledge within/between/among disciplines.

**Pace**
- Pace: acceleration of basic content experiences.
- Resources: sophisticated, advanced resources.
DIFFERENTIATING PROCESS

PROCESS begins when students make sense out of information, ideas and skills.

PROCESS includes activities that:
• Require students to think about ideas, grapple with problems, or use information.
• Focus on open-ended tasks.
• Develop research skills and methods.
• Develop independent, self-study skills.
• Develop understanding and appreciation of how great thinkers think, produce and invent.

PROCESS responds to learners’:
• Readiness, interests, and learning abilities.

PROCESS is differentiated by:
• Developing abilities to think, reason, search for knowledge.
• Developing skills to communicate and interact effectively.
• Developing the basic skills for gifted students: critical thinking, creative thinking, logic, research skills, and learning-to-learn skills.
• Developing creativity, problem-solving, and higher-level cognitive skills.
• Developing skills to become producers of knowledge, not just users of knowledge.
• Using questions to stimulate thinking.
• Using open-ended activities that encourage further exploration of the topic.

Strategies for differentiating process incorporate teaching specific skills and providing opportunities for students to use and practice skills such as:

Higher-order thinking skills
• Critical thinking, problem solving

Creative-thinking skills
• Imagination and intuition
• Brainstorming
• Fluency, flexibility, originality, elaboration

Higher-order operations
• Analysis, synthesis, evaluation

Inquiry skills
• Observation, experimentation, criticism, evaluation

Study skills
• Learning-how-to-learn skills such as note-taking, summarizing, time management

Research skills
• Resources and how to access them
• Research methods of the discipline

DIFFERENTIATING PRODUCTS
PRODUCT is how students demonstrate what they know, understand and are able to do.

PRODUCT should:
• Focus on essential knowledge, understandings and skills.
• Cause students to rethink, apply, and expand on key concepts.
• Support creativity and ingenuity.
• Transform knowledge into creative products.
• Have clear and challenging criteria.

PRODUCT responds to students’:
• Readiness, interests, and learning abilities.

Strategies for differentiating products:

• Encouraging use of varied modes of expression and communication—written, visual, performance, oral, multi-categorical (exhibit, game, invention, video).

• Developing planning, time management, recordkeeping skills.

• Developing products that question existing knowledge and produce “new” ideas.
  o Viewing information from different perspectives.
  o Reinterpreting information.
  o Elaborating information.
  o Extending information.
  o Combining information.

• Addressing real problems, issues and audiences.
  o Developing solutions to real problems.
  o Presenting study to a real audience.

• Involving appropriate audience and student to evaluate product.

• Developing products that use new techniques, technologies, and materials.
INSTRUCTIONAL STRATEGIES

Instructional strategies require diversification in technique and type to enhance the development of gifted and talented learners. The success of instructional strategies rests with the ability to translate ideas, concepts and skills into meaningful and dynamic learning situations. Teachers must be good facilitators of the learning process for small-group, large group, and independent activities to stimulate and challenge learners with higher-order and open-ended questions.

CURRICULUM COMPACTING

The curriculum compacting strategy enables students who demonstrate previous mastery to spend less time with the regular curriculum and more time on extension and enrichment opportunities. It is a three-step process in which the teacher 1) assesses what a student knows about the material to be studied and what the student still needs to master, 2) plans for learning what is not known and excuses the student from what is already known, and 3) plans for enrichment or extended studies during the freed-up time. The advanced learning and reservoir of knowledge the student brings to the classroom is acknowledged. It eliminates boredom for the student resulting from unnecessary repetition of material already mastered.

Finding time for gifted students to engage in more advanced studies can be challenging for the teacher. Curriculum compacting is a way to address this problem. In addition, it encourages students to be more independent and provides the opportunity to study more topics than the regular curriculum often allows.

QUESTIONING

Questioning is an important part of the teaching-learning process because it enables teachers and students to establish what is already known, to use and extend knowledge, and to develop new ideas. It provides a structure to extend thinking, clarify understandings, create links between ideas, stimulate curiosity, revise understandings, and gain feedback.

Most questions are ordinary questions, for example, asking for something wanted or needed. The question is closed when the item in question is provided. Inquiry questions do not assume that the person being questioned knows the answer and are likely to stimulate further inquiry. Rhetorical questions are not real questions because the questioner usually knows the answer.

There are several models of questioning that teachers and students can use. Bloom’s Taxonomy of Thinking provides a framework of thinking organized by levels of complexity. Edward De Bono’s Six Thinking Hats is a strategy to encourage students to look at a topic, problem or idea from more than one perspective. Richard Paul emphasizes the importance of Socratic questions that probe the underlying logic or structure of students’ thinking and enable them to make reasonable judgments. They include: questions of clarification, questions that probe assumptions, questions that probe reason and evidence, questions that probe implications and consequences, questions about viewpoints or perspectives, and questions about questions.
TIERED ASSIGNMENTS

In a heterogeneous class, a teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on prior knowledge and prompts continued growth. Student groups use varied approaches to explore essential ideas. For the gifted/high-ability group, the assignment should be appropriately complex and advanced resources should be available. The task should focus on key concepts or generalizations essential to the study and provide opportunities to transform ideas, not merely reproduce information.

LEARNING CENTERS

The learning center is an instructional strategy designed to provide students with choices and hands-on learning within a classroom. Well-designed learning centers can meet students’ instructional needs with differentiated levels of learning by providing basic as well as more advanced and complex levels of learning. It can incorporate considerations for different learning styles, higher-order thinking skills, creativity, problem solving, and independent investigations. Students should not be expected to do all the work at all of the centers.

Participation in learning centers should help students develop self-management skills. The centers should have clear directions and criteria for success. Students can be taught to record their own progress at the centers within a classroom.

ACCELERATION

Acceleration is the practice of allowing a student to move through the curriculum of a content area class or a grade level prior to the prescribed timeframe. Pre-post testing and demonstration by the student that acceptable mastery of the materials has been achieved can support the acceleration.

Acceleration can take different forms. For example, if the curriculum is differentiated in content, a 5th grade child may be learning 8th grade material. In secondary schools, a student may be enrolled in an advanced course, in a course at a higher grade level or in a postsecondary institution under the dual enrollment provision.

COOPERATIVE LEARNING

Cooperative learning for the gifted and talented has had mixed reviews. National studies have shown that when the process is used as the predominant method of instruction in heterogeneously grouped classes, gifted students experienced frustration and felt that they were being exploited. When cooperative learning was used with groups of high-ability students in advanced classes or in classes for gifted students, many of the difficulties disappeared. However, even in the heterogeneous groups there were positive opportunities for sharing and practicing leadership and social skills. To make cooperative learning a positive learning experience for gifted and talented students in both homogeneous and heterogeneous groups, consider the following strategies:

• Offer some cooperative learning experiences in groups of high-ability students, such as honors, advanced classes, and pull-out classes and similar ability groupings within
heterogeneous classes

• Plan assignments with tasks that are differentiated for students’ learning levels.
• Plan open-ended tasks so that all students can make meaningful contributions.
• Use the jigsaw method to regroup students by task, interest or level.
• Create groups as expert groups on a given topic where students are allowed to self-select tasks to explore in greater depth.
• Use a variety of self-paced materials that encourage team members to move at their own learning rate while earning progress points for their team.

THEMATIC UNITS

Thematic units of study are organized around the exploration and understanding of universal themes. (e.g., power, change, systems, cycle, order.) Problems or issues may also be selected as the organizing center. The teacher breaks down the theme to gain an in-depth understanding and varied perspectives of the elements of the theme to ensure that the studies go beyond the superficial treatment of the theme. Generalizations related to the theme are generated. The selected generalizations provide the focus for selecting and studying relevant topics.

Thematic studies address the issues of fragmented curriculum and the need to broaden the range of perspectives for students to study. Because of the universal nature of the themes, they cut across disciplines, leading naturally to interdisciplinary views of the study.

INDEPENDENT STUDY

Independent study is the process through which student and/or teacher identify real problems or issues, or topics of interest to the student. Both student and teacher plan a method of investigating the problem or topic and the product the student will develop. Independent study allows the student to engage in long-term and in-depth studies on topics of interest.

Independent study is not a process independent of teaching. There are many specific research skills and judgments that need to be taught either through integration with the general curriculum or as the focus of instruction. For example, conducting a survey on participation in elections can enhance the regular study of government. The activity presents the opportunity to teach survey techniques.

Teachers help students learn the methodologies, skills, designs, techniques, and vocabulary of research in their disciplines. In addition, students will need the basic skills and knowledge of research, including accessing information from varied primary and secondary sources, selecting and narrowing a topic, developing a thesis or statement of purpose, formulating questions to guide research, evaluating and organizing information, establishing a conclusion, and developing and presenting a final product.

Applying independent studies in the primary grades can take the form of small group investigations with students having common interests working together to explore a topic. At all levels, independent studies for the gifted should go beyond merely gathering and recording existing information to developing new (to the student) knowledge, principles, theories, ideas, or solutions.
THE RELATIONSHIP BETWEEN THE BASIC CURRICULUM AND THE DIFFERENTIATED CURRICULUM

The essential skills, knowledge, and understandings representing the standards of the common core curriculum are needed by all students if they are to function adequately in our society. The basic curriculum also needs to provide the foundation on which advanced conceptualization, creativity, and productive behavior can develop. Although the regular curriculum might vary from school to school, it is standards-based appropriate education for all, including the gifted.

However, the knowledge, skills and understandings offered by the basic curriculum need not necessarily be presented to the gifted/talented in the same way and at the same time as other students. Gifted and talented students learn faster. They often enter a grade level with high proficiency in skills and knowledge in certain areas. They sometimes need to pursue elements of the basic curriculum in earlier grades in order to develop their special talents. The students’ readiness for learning, based on individual developmental patterns and needs, should govern the differentiation of the basic curriculum for the gifted and talented, just as for all learners.

To plan classroom experiences effectively and select appropriate knowledge and skills students will learn in the context of a gifted program, teachers must have some guidelines which indicate expectation for learning in that particular grade level, subject or course, such as the school program or the state standards. Either or both should guide teachers to answer these questions.

1. What are the knowledge and skill requirements for typical learners in my school/state at each stage of development?
2. What are the desired knowledge and skill areas for the gifted that are different from typical learners at each stage of development?
3. What is the relationship between the school/state requirements and the needs of the gifted?

When the school/state requirements and the desired outcomes for the gifted are listed, they can be analyzed to determine the relationships between the two lists. It might be found that the school/state list is more concrete and specific, simpler for gifted students to master, limited in scope, and requires less time for the gifted to master. By itself, the school/state list might be inappropriate for gifted learners. However the two sets of knowledge and skills might be fused to create a more powerful knowledge-skill set for gifted learners. Some standards, for example, allow for latitude in breadth and depth of studies and can be extended to appropriate levels to meet the needs of gifted students. For example:

- Organize the standards according to high-level cognitive skills such as reasoning, inferring, and researching, which can be taught across subject areas.
- Identify the essence of the standards to see the dimensions to which they extend. When students exceed the standards at any given stage, they can be accelerated to the next level within or across subjects.
- Identify materials that address the intent of the standards and are appropriate for gifted learners.
- Add dimensions of the subject not specified in the standards.

Such alignments ensure that the regular school curriculum is not abandoned and the curriculum for the gifted and talented and the curriculum overlaps are identified as illustrated below.
6. RECORDKEEPING

Chapter 51: “Records shall be maintained and updated yearly by the school for each student participating in the gifted and talented program. The records shall be made a part of the student’s permanent educational record.”

The records for gifted and talented students validate the students’ achievements and the educational opportunities provided to the students. The records serve at least three important functions.

- Records provide information about students’ educational histories to help the teacher with instruction and program planning based on longitudinal records. The information can provide data for areas to compact, independent project work, and levels of differentiation of the studies.

- Records inform the levels of schools in a complex with information that can be used to examine (assess/plan/modify) the scope and sequence of the educational program to assure that the learning experiences are appropriately helping students to advance through the studies rather than repeating the same topics and skills year after year.

- Records with independent study information can help the teacher to encourage students to engage in studying different topics rather than repeating the same study each year, or guide students to advance the study of the topic to higher levels.

While schools have the flexibility to design their own recordkeeping forms, they can be more useful if they are designed by the complex schools and used throughout the complex. Forms are prepared for each student in the program and may be kept in the students’ cumulative record folders and passed on to the next teacher according to the school’s practice on such records. As computer services become available, electronic recordkeeping that can be transferred from elementary to middle school to high school may be explored.

Feeder schools need to make arrangements with the receiving schools to facilitate the transfer of records.
The purposes of evaluation are to determine the extent to which the program goals and objectives are being achieved and the impact of learning experiences on student progress. Evaluation is, therefore, a two-pronged effort.

First, evaluation should provide information about how well students are progressing and identify student needs in particular program areas. The match between learner outcomes/goals and assessment approaches is important to obtain meaningful data.

Secondly, evaluation should assess program administration and effectiveness. Information collected must reflect the interests and needs of the major constituency groups (students, teachers, parents, etc.) to give decision-makers data as to whether and how effectively the objectives of the program components are being fulfilled so that they may decide on alternative courses of action where need is indicated.

Evaluation should be a part of planning from the earliest stages of program development. The plan must state program descriptions and goals clearly in order for the parts to coordinate as a whole. The goals and objectives provide the map to guide instructional objectives, which in turn impact on student outcomes. Once program services are implemented, planning is based on evaluation data as illustrated below.
The National Research Center on the Gifted and Talented offers the following guidelines for program evaluation.

- Make evaluation procedures a part of planning from the earliest stages of program development and develop a specific plan for the use of evaluation findings.
- Develop clear program descriptions and goals utilizing multiple data sources (e.g., teachers, parents, students, administrators, school board).
- Provide adequate funding and time for evaluations while preparing staff for conducting and analyzing the results of the evaluation.
- Clearly identify all audiences who have an interest in or need for evaluation results and involve them in the evaluation process.
- Develop or select assessment tools that address the complex issues of measurement that characterize outcomes of gifted programs.
- Use a variety of data-gathering methods designed to reflect the unique structure and goals of programs for gifted learners (e.g., out-of-level testing, portfolio assessment, product rating with demonstrated inter-rater reliability).
- Disseminate reports to all appropriate audiences in a timely fashion and with recommendations designed to encourage follow-through.


**STEPS IN PLANNING EVALUATION**

Evaluation should be treated and accepted as a tool for program development and improvement so that those involved in the program do not look upon the process as negative judgment. The questions for the evaluation should be framed so that they will provide critical information for the development/improvement of the program.

The evaluation committee should review the program plans and records and give teachers and administrators an opportunity to identify concerns and interests they wish to have the evaluation address in order to make decisions about the program. For evaluation of program administration and effectiveness, the focus may be on one or more of the following areas:

- Student identification procedures—e.g., school policy, methods.
- Personnel—e.g., teachers, coordinator, consultants.
- Structure of the program—e.g., class size, grouping arrangements, grade levels served by program.
- Instructional strategies—e.g., curriculum design, resources.
- Program objectives.
- In-service training program.
- Procedures for disseminating information to students, parents, and staff.
A set of steps can guide the way to planning the various stages of the process.

1. **Determining evaluation purposes and questions**
   Purposes or objectives may be developed from the interests and concerns expressed. For example:
   
   - To what extent have gifted services across program areas been effective?
   - To what extent have the mission and goals of the gifted program been fulfilled?
   - To what extent is the gifted program meeting the needs of identified students?
   - What are the strengths and weaknesses of the instructional delivery model?

2. **Creating evaluation design**
   Once the questions and objectives have been determined, the next step is to decide on approaches to evaluating the achievement of the objectives. Multiple strategies should be considered, matching the strategies with the questions. The design should include key questions, procedures for collecting data, people responsible and timeline for completion.

3. **Creating or tailoring instruments**
   It may be necessary to seek for, tailor existing or construct instruments that will best provide the information being sought. Common strategies used in program evaluation are surveys and classroom observations using rating scales, questionnaires, checklists, and interviews. Questions for surveys and questionnaires are written so that same/similar questions are asked of teachers, students, and parents, appropriately stated for the target group.
   
   Examples of techniques used in student progress evaluations include:
   
   - Student/parent/teacher interviews or surveys.
   - Student self-evaluations.
   - Teacher observation checklists.
   - Rating scales (pre-post ratings with rubrics).
   - Attitude checklists (pre and post).
   - Student product rating.
   - Comments/ratings from mentors or experts in the area of student giftedness/talent.
   - Standardized tests. (If standardized tests are used, they should be carefully selected for ceiling effects. Gifted learners tend to score at the top of in-grade tests at the onset, and further growth cannot be measured on subsequent administration of the same test.)
   - Student portfolios ratings.
   - Student journals.
   - Anecdotal records.

4. **Collecting data**
   Decisions will need to be made on how instruments are to be disseminated and collected. Will forms to parents be mailed? How will staff be informed? If the process involves interviews, what details need to be in place? How will the test coordinator receive the responses?
5. **Analyzing and triangulating data**
   Once the data have been collected, the results are analyzed in ways that are appropriate for the instruments used. A quantitative analysis can be conducted for test scores, questionnaires and observation/checklist types of instruments. Interviews and open-ended types will require a qualitative approach.

   With the instruments tailored for the various role groups (same question worded appropriately for the role group), the results are crosschecked to see how the separate findings fall across groups. This process of triangulation can show if the various role groups concur on the questions. This is important to ease the issue of subjectivity of the results. Results that emerge from two or more sources are more important or relevant for program improvement than those findings that emerge from only one source.

6. **Answering evaluation questions**
   Once data have been analyzed and triangulated, it is important to return to the evaluation questions to develop a response that incorporates themes surfaced by the responses and the layers of responses. It may be necessary to disaggregate the data sources to report appropriately.

7. **Framing recommendations**
   The evaluation data will likely show strengths and weaknesses of the program. Recommendations for improvement can be consolidated to a manageable number or prioritized so that planning for improvement or changes can move forward expeditiously.

8. **Communicating results**
   The results of the evaluation should be prepared in written form and made available to all who participated in the data gathering process.

9. **Developing a plan of action**
   Based on the purposes of the evaluation, the data need to be used for program improvement. The process works best when the coordinator, administrator, and/or G/T committee members take the lead and, together with the teachers, develop a plan of action based on the recommendations.

   Evaluation is a critical process for program development and improvement. It must be conducted competently and ethically, and individual data must be held confidential.
A guidance/counseling program is part of Comprehensive Support for all students. Typically, guidance/counseling programs focus on students’ academic, personal, and career-vocational development. Gifted students have the same needs as their non-gifted peers and will benefit from the general guidance/counseling programs. However, the gifted also need services to complement the general program because of their differential characteristics and needs.

The special needs of the gifted arise from being out-of-stage in cognitive development, from being out-of-phase socially, and from being out-of-sync—not fitting in—with non-gifted peers and their pattern of development. They also have needs related to their affective characteristics: heightened sensitivity, idealism, unusual drive to excel, and a strong sense of justice. Guidance/counseling programs should provide for their needs for healthy growth and development.

Some of the problems that arise from their affective characteristics include the following examples:

**Personal**—confusion about the meaning of giftedness, feelings of being different, relentless self-criticism and perfectionism, difficulty in selecting from among diverse interests.

**Academic**—unchallenging schoolwork, refusal to do routine and repetitious assignments, excessive competitiveness, non-conformity, and resistance to authority.

**Social**—lack of understanding by others, isolation from peers, difficulty in social relationships, hiding talents to fit in with peers, hostility, and resentment of others toward their abilities.

The academic program for the gifted and talented is differentiated to meet their instructional needs based on students’ cognitive development. In the same way, the guidance and counseling program should take students’ affective development as a point of departure for providing differentiated services that serve the needs and problems unique to the gifted and talented.

Looking at the examples of possible problems, teachers and counselors may identify the following needs of the gifted and talented to provide the linkages to differentiated intervention plans.

- Understanding the ways in which they are different from other children and the ways in which they are the same.
- Appreciating their own individuality and the individual differences of others.
• Understanding and developing social skills that enable them to cope adequately within relationships.
• Developing an appreciation for their high-level sensitivity.
• Making realistic assessment of their abilities and talents and how they can be nurtured.
• Understanding the distinction between pursuing excellence and pursuing perfection.

Guidance/counseling services for gifted and talented students should occur during the span of their school years. As with all other students, it should be a planned and articulated team approach involving the counselor, teachers, administrators, and parents. For maximum effectiveness, everyone who works with gifted and talented students should serve one or more functions as part of the guidance/counseling program: advisor, facilitator, listener, advocate, teacher, and role model.
9. PARENT INVOLVEMENT

The importance of parent involvement has been well documented in school success stories. When parents participate in their children’s education, the result is an increase and improvement in student achievement and attitudes. In addition, parents develop more positive attitudes and perspectives about schools and their children’s teachers.

Parent involvement is an integral part of the school renewal process and parents are participating in varied ways in each school. The gifted program can become an effective component of the school’s basic parent-involvement practices. The standards developed by the National Parent and Teacher Association (PTA) can provide directions for building relationships with parents.

**Standard 1:** Communication between home and school is regular, two-way and meaningful.

**Standard 2:** Parenting skills are promoted and supported.

**Standard 3:** Parents play an integral role in assisting student learning.

**Standard 4:** Parents are welcome in the school and their support and assistance are sought.

**Standard 5:** Parents are full partners in the decisions that affect children and families.

**Standard 6:** Community resources are used to strengthen schools, families, and student learning.

It is likely that schools are implementing parent involvement activities in the above areas. The gifted and talented program can support school activities in ways that are relevant to the parents of gifted and talented children.

1. **Communication**

Communication between home and school should be regular, two-way, and meaningful. Often program communication is one-way, without the chance to exchange ideas and share perceptions. Even parent-teacher conferences can be one-way in nature if the goal is merely reporting student progress. Good communication requires give-and-take conversation and regular follow-up interactions. Parents have many questions about school and schooling but often hesitate to ask them. When their child is identified and placed into a special program, they may have even more questions about their child and the nature of the special program. A program orientation at the beginning of the school year might include information about the concept of giftedness and talent, course/program expectations and goals, how/when to contact the teacher and strategies to support learning at home. Opportunities can be planned for parents to share information about their child with the teacher.

2. **Parenting**

Gifted and talented program personnel can support positive parenting by recognizing the strengths and skills parents need to develop their children’s constructive attitudes and values, good habits, and the love of learning. Program personnel also need to be sensitive to the
support parents may need in their role as parents of gifted children and find ways to meet those needs.

3. **Student Learning**

As major stakeholders in the gifted program, parents should be included in the program evaluation process. Information on the degree of parent satisfaction with the program should be an integral part of the program evaluation. Surveys/checklists can be developed for this purpose.

Enlisting parent involvement in students’ learning provides a valuable support system, a team approach to support student success. Many parents are willing to assist their children but may be unsure as to what assistance is helpful and appropriate. Inform parents of the goals and expectation for students in the program and how they can foster learning at home and give appropriate assistance. Whether it is working together on a computer, displaying student work at home, or responding to a particular class assignment, parents’ actions communicate to their children that education is important.

4. **Volunteering**

Many schools have organized a system for parent volunteers. Besides providing valuable services to the school, volunteers express greater confidence in schools where they participate regularly. Volunteering in schools communicate to a student that “I care.”

In order for parents to feel appreciated and welcomed, volunteer work must be meaningful and valuable to them. Although many parents are unable to volunteer during school hours, creative solutions like before or after school “drop-in” or “at-home” support activities can provide these parents the opportunities to offer their assistance.

5. **Collaborating with community**

The best school-community partnerships are mutually beneficial and structured to connect individuals, not just institutions. When schools and communities work together, both are strengthened. Businesses connect education programs with the realities of the workplace, seniors contribute wisdom and gain a sense of purpose, and students serve the community and learn beyond their school programs.

People in the community need to be aware of the gifted and talented program purposes, activities and how they can be of help and support. Some ways for them to assist are as mentors, sponsors, legislative lobbyists, and guest speakers/teachers.
10. STAFF DEVELOPMENT

Program success is closely tied to the personnel involved in program planning and delivery. This generally includes administrators, teachers of the gifted and talented, counselors and other support staff members. In order to assure that the curricula and learning experiences are appropriate to the nature and needs of these students, members of these role groups need to be knowledgeable about education for the gifted and talented. A professional development plan to build expertise on gifted education and content areas should be an ongoing provision to support the school’s gifted education personnel.

The professional development plan should consider the following provisions:

- In schools where the gifted and talented students are mainstreamed into regular classes, staff development in gifted education is a requirement for teachers in these classes.
- Staff development is viewed as a long-term commitment with short-term and long-term plans.

Long-term plans are scoped out to enable teachers to move from novice to expert status and allow time for teachers to practice and refine what they have learned. The staff development plan addresses the fundamental topics and skills needed by teachers of the gifted/talented. These include the following topics:
  - Understanding the characteristics and needs of gifted students.
  - Developing differentiated curriculum.
  - Developing critical thinking skills.
  - Developing creative thinking skills.
  - Developing questioning skills.
  - Developing independent studies and research skills.
  - Developing thematic studies with interdisciplinary connections.

Varied formats for staff development activities can be included in the plan, including the following formats:

- Study group
- Training of trainers
- Inquiry circles
- Video training programs
- Workshops with follow-up

- Book club
- Coaching
- On-going consulting
- Purposeful school/and or classroom visitations
PROFESSIONAL DEVELOPMENT EXPECTATIONS

1. A comprehensive staff development program is provided for all school staff members who are involved in the education of gifted learners (BOE Policy 2102).

<table>
<thead>
<tr>
<th>Minimum Practice</th>
<th>Exemplary Practice</th>
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<tbody>
<tr>
<td>1.0 All school staff involved in the education of the gifted/talented shall be made aware of the nature and needs of gifted/talented learners.</td>
<td>1.0 All school staff shall be provided ongoing staff development in the nature and needs of gifted/talented learners and appropriate instructional strategies.</td>
</tr>
<tr>
<td>1.1 Teachers of gifted/talented students, including teachers of mainstreamed gifted classes, must attend at least one professional development activity designed for teaching gifted/talented learners each year.</td>
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</table>

2. Only qualified personnel shall be involved in the education of gifted learners.

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<tr>
<th>Minimum Practice</th>
<th>Exemplary Practice</th>
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<tr>
<td>2.0 All personnel working with gifted/talented learners shall be certified to teach in the subject to which they are assigned and must be aware of the unique learning needs of these learners in the grade level/course in which they are teaching.</td>
<td>2.0 All personnel working with gifted/talented learners shall have documentation of recent training in gifted education.</td>
</tr>
<tr>
<td>2.1 Any teacher whose primary responsibility for teaching includes gifted/talented learners shall have extensive knowledge of or experience in gifted education.</td>
<td>2.1 Only teachers with advanced expertise in gifted education shall have primary responsibility for the education of gifted/talented learners.</td>
</tr>
<tr>
<td>2.2 Non-certified individuals who offer specialized instruction or mentoring for gifted/talented students shall demonstrate understanding of the nature and needs of these students.</td>
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</tbody>
</table>
A written plan meets the requirement of DOE Administrative Rule, Chapter 51, *Hawaii State Guidelines and Procedures for Gifted and Talented Education*. It supports due process and communicates to the school community that services to the gifted and talented are being provided in fair and equitable ways.

A plan enables the school to develop a comprehensive program to ensure adequate services to the gifted and talented, to articulate the program across the school community—faculty, support staff, parents, and community members—and to gain the support of major role groups. It allows for systematic implementation, monitoring, assessment, and support to ensure program success and to ensure continuity when personnel changes occur.

In some schools, putting together a written plan may simply require updating existing plans, assessing quality of current practices and curriculum for the gifted and talented, and making appropriate revisions to be consistent with Chapter 51 and current research on the education of the gifted and talented. As the guidelines that follow focus on the basic elements of a school plan, there may be schools where plans and implementation have advanced beyond these basic elements.

Chapter 51 stipulates the formation of a school committee for gifted/talented education. This committee can assist the administrator to formulate the foundations of the school’s program, such as the philosophy to guide the development of the program as well as the implementation of the plans. The committee can address questions such as the following and, with staff input, come to agreement on general programmatic directions.

- What group of gifted students is most in need of special programming?
- What are their needs from an instructional point of view?
- What should the content focus of the program be? Academic areas? If so, which ones? Interdisciplinary areas? If so, which content clusters?
- At what grade level should the program begin?
- How should the program be organized?
- What are the critical roles and responsibilities that must be identified for implementation/improvement/support to occur?

A needs assessment is suggested to help the committee to reach reasoned decisions. It could be done through a survey of students, teachers, parents, and review of student data such as test scores. This process can identify the kinds of services already in place and where the gaps are, based on students’ needs.
While the plan may take various forms and formats, it should address the guidelines in the following areas.

1. Program Direction.
2. Student Identification.
4. Evaluation.
5. Recordkeeping.

When the school’s plan is completed, or an existing plan is reviewed and appropriate modifications are made, the principal reviews the plan. A copy is sent to the Complex Area Superintendent for approval as stipulated in Chapter 51. The plan should be reviewed regularly. When substantial changes are made subsequent to the Complex Area Superintendent’s approval, it should be documented and the revised plan should be resubmitted to the Complex Area Superintendent for approval.

Effective implementation of the plan requires articulation with the professional staff and its dissemination to parents and other community members as appropriate. Articulating the plan with other schools in the complex is also important to begin building consistency in practices and procedures and to assure a scope and sequence of instruction and programs within the complex.

The guidelines that follow are formatted in two columns. The left column delineates the elements that are to be addressed in the plan. The right column identifies the details that should be considered in the development of the plan. Including relevant details from the right column will facilitate the implementation of the plan—the who-does-what-when details, and give the school’s identity to the plan.
PROGRAM DIRECTION

A strong program rests on a firm philosophical framework that gives purpose to the program and provides direction for its development, implementation, and continuation. It serves as a guide for important decisions about the program, such as curriculum development, staff selection, program arrangements, learning environment, and evaluation. As the foundation of the program, the philosophy, and goals should be articulated across all relevant role groups.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Planning considerations</th>
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<tbody>
<tr>
<td>School philosophy, goals, and objectives.</td>
<td></td>
</tr>
<tr>
<td><strong>A. School philosophy</strong></td>
<td></td>
</tr>
<tr>
<td>1. The philosophy is specifically directed to the needs of gifted and talented students and is stated within the context of the school’s and Department’s general philosophy.</td>
<td>• Who should participate in the dialog to formulate the statement?</td>
</tr>
<tr>
<td>2. The philosophy gives purpose to the program and provides direction for making decisions about gifted and talented students and the program and services.</td>
<td>• How will it be articulated?</td>
</tr>
<tr>
<td>3. The philosophy clarifies the school’s vision for gifted and talented students and its commitment to their development.</td>
<td>• Does the statement express the needs of the gifted and talented?</td>
</tr>
<tr>
<td>• Is it related to the school’s general philosophy/position statement about all children?</td>
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<tr>
<td>• Is it consistent with Chapter 51?</td>
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</tr>
<tr>
<td><strong>B. Major goals and objectives of the program</strong>—school, department/grade, course/teacher.</td>
<td>• Are the goals consistent with the philosophy?</td>
</tr>
<tr>
<td>1. School goals and objectives are related to identification, program/curricula and evaluation. They should reflect long-range planning and clearly show development in the various parts of the plan.</td>
<td>• Do the goals and objectives allow the gifted and talented learners to enter into learning experiences appropriate for them?</td>
</tr>
<tr>
<td>2. Department/grade/teacher objectives address the important knowledge, skills, and attitudes the course/grade will develop. They should include affective development as well as cognitive development.</td>
<td>• Do they allow for individual, self-directed pursuits of knowledge?</td>
</tr>
<tr>
<td>• Do they focus on learning big ideas—generalizations, concepts?</td>
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<tr>
<td>• Do they recognize the need to acquire basic skills as fundamental to students’ abilities to grow in their learning?</td>
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<td>• Do they address personal development and understanding?</td>
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STUDENT IDENTIFICATION

Prior to the development of the identification plan, the school should have identified the program options or alternatives for placement of selected students. A discussion of key documents, concepts, and components of the plan will facilitate the development of the plan. Examples of topics include the following:

- Chapter 51.
- Philosophy and goals of the school program.
- Qualitative and quantitative measures which will be used and the method to compile and display the data.
- Provisions for special populations.
- Process to be used for students in gifted/talented programs from other schools transferring into the school.
- Procedures and criteria for appealing identification decisions.
- Procedures and criteria for reevaluation of student placement after 30 days, if necessary, and for exiting students from the program.
- Strategies to assist students to make a smooth transition when transferring from one school to another and when moving to another level.

The identification plan should address the following three steps of the identification process.

- Searching for talent pool and nominating students for the program.
- Screening students who have been nominated, during which time all pertinent information is gathered and prepared for committee review.
- Selecting students for whom the gifted and talented program is the appropriate educational placement.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Planning considerations</th>
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</table>
| A. Search and Nomination | • Who will coordinate the process?  
• While identification/selection is an ongoing process, when will the general identification/selection period(s) be scheduled?  
• Has the procedure been articulated across all relevant role groups?  
• Will the staff need in-service training for better and consistent understanding of the gifted/ talented? For understanding of the procedures?  
• Does the school have a diagnostic process which could include the search for the gifted and talented?  
• What kinds of data will be collected?  
• Are they relevant to the programs to |
| 1. All students are given opportunities to be identified. Begin by identifying a broad talent pool based on multiple factors, such as test scores, nominations, student products, observations, and rating. |  
| 2. A composite of information that will indicate a profile of a student’s range of abilities and talents is gathered. The identification process should provide:  
• Evidence that students demonstrate extraordinary ability in relationship to their age-mates.  
• Evidence of the range of capabilities and needs.  
• Processes which assess potential as well as achievement.  
• Methods which search for students from varying |
<table>
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<tr>
<th>Criteria</th>
<th>Planning considerations</th>
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<tr>
<td>language, economic, and cultural backgrounds and special populations.</td>
<td>be offered?</td>
</tr>
<tr>
<td>Students are identified as early as possible.</td>
<td>Are processes inclusionary or exclusionary?</td>
</tr>
<tr>
<td>Nominations are solicited and accepted from a variety of sources:</td>
<td>Have factors which may contribute to a student’s underachievement been considered?</td>
</tr>
<tr>
<td>• Parents, teachers, registrars, counselors, librarians, and other in-school role groups who know the students.</td>
<td>Who will participate in nominating students?</td>
</tr>
<tr>
<td>• Other relevant populations, self-nominations and peer nominations.</td>
<td>How will each role group be informed? What procedures should they follow?</td>
</tr>
<tr>
<td>• What kinds of forms or materials will be needed?</td>
<td>What kinds of forms or materials will be needed?</td>
</tr>
<tr>
<td>• What will nomination packets contain?</td>
<td>What will nomination packets contain?</td>
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<tr>
<td>• Who will prepare them?</td>
<td>Who will prepare them?</td>
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</table>

**B. Screening**

1. Identification is based on data from multiple sources.

   • A balance of objective and subjective measures is gathered for nominated students. Additional assessment instruments are administered as needed. Where possible, an ability test score is included.

   • Assessment instruments provide evidence of reliability and validity for the intended purposes and target students.

   • Permission is secured from parents if further testing is needed.

   • No single criterion such as an IQ score, achievement test score or grades can eliminate the student from further screening.

   • Identification criteria are appropriate for and consistent with the areas of giftedness served. e.g., math scores are not relevant for a language arts dedicated program.

   • At least five criteria are used for each area of giftedness addressed by the program. It may not be necessary to have five different criteria for each area of ability served for individual students because some criteria such as ability test scores, achievement test scores, and interviews may be

   • What kinds of data are relevant and important to the programs being offered?

   • Teacher recommendations? Achievement test scores? (Which components?)

   • Intelligence test scores?

   • Cumulative records?

   • Research-based rating scales, checklists? (Is there understanding of and general agreement on the behaviors implied in each item of the rating scale and/or checklist?)

   • Work samples, products? (Have criteria for rating been developed?)

   • Parent inventory?

   • Student interest inventory?

   • Anecdotal reports? Auditions?

   • Interviews? Ratings/analyses from community professionals?

   • Which criteria will inform us the best?

   • Who provides data?

   • Who gathers data?

   • Are additional measures needed? Who administers them?

   • Has attention been given to the different ways in which children from different cultures and those at-risk
Criteria applicable to two or more areas.

- Procedures are diverse in consideration of the diversity that exists within gifted populations.
- Professionals and non-professionals who represent various areas of expertise inside and outside the school are involved, as appropriate, in providing information about the students.

2. Student data are compiled for the selection committee in a matrix or case study form.

- The forms prepared for the selection committee keep the students anonymous.

3. The principal appoints at least three members to the committee from among teachers, administrators, counselors, professional experts, etc. who assess the data and recommend students for the program.

- Teachers of the gifted/talented may serve as consultants to the committee are but not members of the committee.
- Decision-making is delayed until all pertinent data on a child are reviewed.

C. Selection

1. The committee recommends to the principal or designee the selection of students for participation in an appropriate gifted and talented program. These are students who demonstrate, or show potential for, superior achievement in the areas of giftedness/talent through the assessments, observations, ratings, etc. made available to the committee.

2. The principal or designee makes the final decision.

3. Participation in the gifted/talented program is voluntary. Upon receipt of the committee’s recommendations for placement in the program, the principal or designee reviews the recommendations, approves the final list, and obtains consent for placement from parent or guardian.

<table>
<thead>
<tr>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>manifest behavioral indicators of giftedness?</td>
<td>• Who will prepare the matrices and other student material for the committee to review?</td>
</tr>
<tr>
<td>• What student code will be used on the matrices? Numbers?</td>
<td>• How many members will there be on the committee and who will they be?</td>
</tr>
<tr>
<td>• Teachers of the gifted/talented may serve as consultants to the committee are but not members of the committee.</td>
<td>• Should educators of Special Needs students serve as committee members? As advisors?</td>
</tr>
<tr>
<td>• Decision-making is delayed until all pertinent data on a child are reviewed.</td>
<td>• What kinds of expertise should committee members have?</td>
</tr>
<tr>
<td>• What kinds of staff development experiences will committee members need?</td>
<td>• What are the procedures and criteria for appealing identification decisions?</td>
</tr>
<tr>
<td>• Have letters been prepared to notify parents of the selection and to obtain consent?</td>
<td>• Have letters of regret been prepared?</td>
</tr>
<tr>
<td>• Who will be responsible for sending the letters and monitoring returns?</td>
<td>• Who is the contact person for activating the identification/selection process?</td>
</tr>
<tr>
<td>Criteria</td>
<td>Planning considerations</td>
</tr>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4. Identification is ongoing to allow for students to be placed in the program at any time it is deemed to be the best placement for the student and to accommodate students who enroll during the year. The identification/selection process is re-activated and the committee is called into session at such times.</td>
<td>- Is there a written procedure for the reevaluation/exit process included in the plan?</td>
</tr>
<tr>
<td>5. Once identified for a gifted program, the student does not go through the process each year in order to remain in the program.</td>
<td>- Are criteria for change/exit documented?</td>
</tr>
<tr>
<td>6. Should it become evident that a student has been inappropriately placed in the program, the procedures for reevaluation/exiting the student are followed. Teacher or parent may request reevaluation after student has been in the program for 30 days.</td>
<td></td>
</tr>
<tr>
<td>• Parent, student, and teacher are involved in making decisions. As with identification, multiple factors are taken into consideration.</td>
<td></td>
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</tbody>
</table>
PLACEMENT AND PROGRAMMING

Placement of gifted and talented students should be in appropriate educational settings in accordance with the school’s program. Parental consent must be obtained prior to placement.

The major goal of the gifted and talented program is to provide instruction and assistance that help students to develop their cognitive and affective functioning toward high achievement and educational performance. To support their development, there should be a continuum of program services rather than a single program. The programs are based on sound philosophical, theoretical and empirical support.

The planning of curriculum and instructional strategies needs to take into account decisions about program organization and delivery. See Program Options and Intervention Models in the Planning for Gifted and Talented Students section of this guide.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Planning considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td></td>
</tr>
<tr>
<td>1. Objectives, instruction, and strategies are systematically differentiated from those in the regular classrooms.</td>
<td>• What considerations should be given to staff selection for gifted/talented programs?</td>
</tr>
<tr>
<td>2. Curriculum is differentiated in content, process and product. The Principles of Differentiation serve as the standard for differentiation.</td>
<td>• Is in-service training needed?</td>
</tr>
<tr>
<td>• Content is differentiated in breadth, depth, complexity and pace. Instruction</td>
<td>• What other kinds of support will staff members need?</td>
</tr>
<tr>
<td>o Goes beyond fact to focus on major concepts and themes.</td>
<td>• What resources will they need to differentiate their curriculum?</td>
</tr>
<tr>
<td>o Focuses on problems and issues of the content area.</td>
<td>• Will teaming help teachers? Within disciplines? Between disciplines?</td>
</tr>
<tr>
<td>o Explores conflicting ideas and theories.</td>
<td>• What communication processes are in place/needed for teachers of the gifted and other teachers to articulate their programs, student needs, etc. and to coordinate activities?</td>
</tr>
<tr>
<td>o Provides opportunities for exposure to varied belief systems and value constructs.</td>
<td>• How can the elementary, middle/intermediate, high school levels coordinate/articulate planning and program development activities to build internal consistencies to the programs in consideration of the development of the gifted/ talented child, K-12?</td>
</tr>
<tr>
<td>o Provides opportunities to relate knowledge of the content area with other content areas.</td>
<td></td>
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<tr>
<td>o Provides opportunities to explore new and changing knowledge and information.</td>
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<tr>
<td>Criteria</td>
<td>Planning considerations</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>• Processes stress creativity and higher level thinking skills. Students:</td>
<td></td>
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<tr>
<td>o Participate in activities that require creative, critical and productive thinking.</td>
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</tr>
<tr>
<td>o Learn methods of investigation used by professionals in the content area as well as those common to several disciplines, such as scientific methods, historical research, mathematical proof, interview techniques, etc.</td>
<td></td>
</tr>
<tr>
<td>o Practice the use of primary and secondary resources in their investigations.</td>
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<tr>
<td>• Products are varied and reflect appropriately what students have learned. Students:</td>
<td></td>
</tr>
<tr>
<td>o Develop the necessary skills to critique their own performances/products and those of peers.</td>
<td></td>
</tr>
<tr>
<td>o Are taught how to use the latest technologies available to develop products/performances.</td>
<td></td>
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<tr>
<td>3. Programs are flexible and allow students to progress at their own rate and in accordance with their special needs, interests and talents.</td>
<td></td>
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<tr>
<td>• Time is organized to allow students to be with other students of similar abilities.</td>
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<tr>
<td>• Students are given opportunities to investigate self selected topics in depth and develop products that are communicated to appropriate audiences.</td>
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<tr>
<td>• Guidance activities are provided to help students understand themselves better, to develop interpersonal skills and to make the best use of their educational opportunities.</td>
<td></td>
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<tr>
<td>• How can articulation between the levels create more flexibility and options for teachers and students?</td>
<td></td>
</tr>
<tr>
<td>• Can strategies be developed to assist students to transition more smoothly from one level to another?</td>
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</tbody>
</table>
EVALUATION

Planning is an ongoing process. Once program services are implemented, planning is based on evaluation data that have been collected (See section on Evaluation for details).

Program evaluation is the systematic study of the value and impact of the services provided. Information collected must reflect the interests and needs of most constituency groups to give decision-makers (administrators, G/T committee, G/T coordinator, teachers, etc.) appropriate data as to how effectively the objectives of the program components (e.g., identification, instruction) are being fulfilled so that they may decide on alternative courses of action for program modification where needed.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Planning considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evaluation is designed to focus on two major areas.</td>
<td></td>
</tr>
<tr>
<td>• Student progress and development.</td>
<td>• Who will conduct the evaluation?</td>
</tr>
<tr>
<td>• Program administration and effectiveness.</td>
<td>• What assistance will they need?</td>
</tr>
<tr>
<td>B. The committee or person conducting the evaluation should review the program plans and records and give teachers and administrators an opportunity to identify concerns/interests they wish to have the evaluation address in order to make decisions about the program. Areas for decision-making may include</td>
<td></td>
</tr>
<tr>
<td>• Changes in identification procedures—school policy, methods.</td>
<td>• Does the school have a schoolwide evaluation process already in place?</td>
</tr>
<tr>
<td>• Changes in personnel—e.g., teachers, coordinator, consultants.</td>
<td>• How does it fit with the needs of the gifted program?</td>
</tr>
<tr>
<td>• Changes in structure of the program—class size, type of grouping arrangements, number of hours per week, grades served by program.</td>
<td>• How can the evaluation needs of the gifted/talented program be included in the school’s general evaluation process?</td>
</tr>
<tr>
<td>• Changes in instructional strategies, curriculum design, resources, etc.</td>
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<tr>
<td>• Changes in program objectives.</td>
<td></td>
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<tr>
<td>• Changes in in-service training program.</td>
<td></td>
</tr>
<tr>
<td>• Changes in procedures for disseminating information to students, parents, staff.</td>
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</tr>
<tr>
<td>3. When the areas to be evaluated are identified, the evaluator(s) decides on the types of instruments and/or techniques which will provide the information and the groups of people from whom the information can be obtained.</td>
<td></td>
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<tr>
<td>• It may be necessary to seek out or to construct</td>
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<tr>
<td>Criteria</td>
<td>Planning considerations</td>
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<tr>
<td>instruments that will best provide information about the program. These may include rating scales, checklists, interviews, surveys, logs, and observations.</td>
<td>• If instruments need to be developed, who will do it/provide assistance?</td>
</tr>
<tr>
<td>5. For effects of the program on student progress, multiple and varied types of measures are used. Instruments and procedures for data collection are valid and reliable for their intended use. Examples include:</td>
<td>• Are measures consistent with the purposes of the evaluation?</td>
</tr>
<tr>
<td>• Student self-evaluations.</td>
<td>• Are they related to program goals and objectives?</td>
</tr>
<tr>
<td>• Student and parent interviews or questionnaires.</td>
<td>• Which measures need a pre-post assessment format?</td>
</tr>
<tr>
<td>• Teacher observations.</td>
<td>• If standardized test is used, is it appropriate for the program?</td>
</tr>
<tr>
<td>• Rating scales (with rubrics, pre and post).</td>
<td>• Is it the appropriate level?</td>
</tr>
<tr>
<td>• Attitude checklists (pre and post).</td>
<td></td>
</tr>
<tr>
<td>• Student products.</td>
<td></td>
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<tr>
<td>• Comments from mentors or experts in the area of student talent.</td>
<td></td>
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<tr>
<td>• Criterion-referenced tests.</td>
<td></td>
</tr>
<tr>
<td>• Standardized tests. (If standardized tests are used, they should be carefully selected.)</td>
<td></td>
</tr>
<tr>
<td>5. Evaluation must be conducted competently and ethically.</td>
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</tr>
<tr>
<td>• Individual data is held confidential.</td>
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<tr>
<td>6. Collected data should be organized around the key questions, analyzed and made available to decision-making groups in a written report for appropriate action.</td>
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</tbody>
</table>
RECORDKEEPING

Basic to recordkeeping is information about the selected emphasis and areas of services provided for the gifted and talented student. Recordkeeping forms can be designed to provide the school with varied kinds of information about the student and the program. For example, formats can be developed for recording major instructional emphasis and major research conducted by the students to provide the staff with information about students’ prior experiences and help the grade levels/departments examine the scope and sequence of their instructional programs. Or, recording students’ major strengths can provide developmental data. When recordkeeping is planned and coordinated at the complex level, items having relevancy to K-12 teachers can be determined.

Criteria:

1. Records are maintained and updated yearly by the school for each student participating in the gifted and talented program.

2. The records are made a part of the student’s permanent educational record.

3. There is coordination between the levels of schools in a complex to facilitate the transfer of records.

Planning considerations:

- What kinds of information are needed on the record form?
- Should there be a special form to record selected information?
- Who will design it?

- How will records be maintained?
- Is electronic recordkeeping feasible? Will all schools in the complex be able to access/store the information?
12. BIBLIOGRAPHY


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Folse, R. T. Challenging gifted students in the regular classroom, ERIC Digest # 513. Arlington, VA.


A. Chapter 51—Provision Of Appropriate Educational Programs And Opportunities For Exceptional Children Who Are Gifted And Talented
B. Sample Statements of Philosophy
C. Characteristics of Gifted and Talented Children
   a. Cognitive Characteristics
   b. Specific Academic Aptitude
   c. Creative Ability
   d. Leadership Ability
   e. Visual/Performing Arts Ability
   f. Task Commitment
D. Young Gifted/Talented Children: Characteristics Related to State Definition
   g. General Intellectual Ability
   h. Specific Academic Aptitude
   i. Creative Thinking
   j. Leadership
   k. Psychomotor
   l. Visual/Performing Arts
E. Identification Process Sample Letters to Parents
F. Summary of Assessment Instruments
G. Sample Matrix Form
H. Sample Planning for Nomination, Screening, Selection, and Placement of the Gifted and Talented
I. School Gifted and Talented Program Checklist
CHAPTER 51
PROVISION OF APPROPRIATE EDUCATIONAL PROGRAMS AND OPPORTUNITIES FOR EXCEPTIONAL CHILDREN WHO ARE GIFTED AND TALENTED

§8-51-1 Purpose
§8-51-2 Definitions
§8-51-3 Applicability
§8-51-4 Authority
§8-51-5 School gifted and talented committee
§8-51-6 Identification procedures
§8-51-7 Criteria for selection
§8-51-8 Placement and programming
§8-51-9 Record keeping
§8-51-10 Reevaluation

§8-51-1 Purpose.

(a) All children and you have the right to develop their potential to the fullest. Recognizing this right, the department of education accepts the obligation to assist all students to develop their potential and recognizes that this goal can best be accomplished by providing appropriate educational opportunities.

(b) The department further recognizes the wide range of interests, motivations, and talents among students and believes that this diversity must be considered in the design and delivery of educational opportunities. Among these students are those who have demonstrated superior achievement or possess the potential for superior achievement. These students constitute a valuable and irreplaceable human resource because of their potential for making significant contributions to society. It is not possible to measure the loss to society, as well as to themselves, when educational opportunities are not in keeping with the particular needs and abilities of such students.

(c) The department is committed to providing appropriate educational opportunities at each school for its students. The department therefore acknowledges the necessity to identify gifted and talented students in various areas of giftedness and talent in every school and to make available appropriate educational opportunities, insofar as financial and physical resources are available within the department. The purpose of this chapter is to establish the procedures for the identification, programming and placement of gifted and talented students.


§8-51-2 Definitions. As used in this chapter:

“Appropriate educational opportunity” means department approved programs as
Appendix A


“Consent” means the parent approves of the proposed program for the gifted or talented student after:

(1) The parent has been provided with information relevant to the educational program for which the consent is sought, including a description of that option; and
(2) The parent is informed that parental consent is required before placement is made.

“Creative ability” means capacity of a student to engage consistently in divergent thinking and unique productivity, or conceptualization at high levels.

“Days” means department workdays.

“Department” means the department of education, State of Hawaii.

“Gifted students” means students with test scores or performances substantially and consistently above average and who meet other multiple identification and selection criteria of the school.

“Identification” means those procedures that are designed to systematically screen and select students.

“Intellectual ability” means ability to perform or accomplish cognitive operations at two standard deviations above the norm as measured on a department approved standardized ability test or other evaluation measures.

“Leadership capability” means ability evident in those students who manifest a natural propensity to assume leadership roles in group activities.

“Parent” or “Parents” means the natural or legal parent, guardian, custodian, or a person acting as a parent of a child such as a grandparent or stepparent.

“Performing or visual arts ability” means ability evident in students who, as compared to their age-mates, demonstrate exceptional skills or potential in areas such as art, dance, music, drama, or speech.

“Potential for superior achievement” means present or latent superior ability as determined by analysis of test scores, performance or other means of identification.

“Program” or “Programs” means appropriate educational options which are provided to a gifted or talented student in accordance with the school’s plan.

“Psychomotor ability” means aptitude displayed through the body movements with demonstrated high ability or attainment in either gross or fine manipulative activities such as athletic, dance or mechanical skills.

“Specific academic ability” means ability exhibited by students whose academic potential or academic performance in one or two specific curricular areas, such as mathematics or languages, exceeds what is normally expected of student, such as functioning at two standard deviations above the mean on department approved achievement tests.

“Student” means a person subject to the State’s compulsory school attendance law and who is enrolled in and attending a public school administered by the department.

“Superior achievement” means student achievement which is consistent and substantially above average as measured by standardized test scores or performances as judged by professionals and experts in their fields.

§8-51-3 Applicability. Any action relating to identification, program, placement, or evaluation of students who are gifted and talented or who may be potentially gifted and talented, shall be undertaken in accordance with this chapter. This chapter applies to all persons who are subject to the State’s compulsory school attendance law and who are enrolled in and attending a public school administered by the department. [Eff. AUG 23, 1984] (Auth: HRS §§302A-1112, 302A-444, 302A-445) (Imp: HRS §302A-445)

§8-51-4 Authority. The principal and district superintendent shall provide students who are gifted and talented an appropriate public education in accordance with this chapter and within available funding, or other resources. [Eff. AUG 23, 1984] (Auth: HRS §§302A-1112, 302A-444, 302A-445) (Imp: HRS §302A-445)

§8-51-5 School committee for gifted and talented. (a) Each school shall have a school committee for gifted and talented composed of at least three members, one of whom shall be a school administrator or designee. The principal shall appoint its members from among teachers, parents, department of education administrators, counselors, and professional experts.

(b) Responsibilities of the committee shall include the following:
   (1) Reviewing the student profiles of the eligible candidates;
   (2) Rating each candidate using an individual student rating matrix form, or case study form;
   (3) Recommending the selection of student for placement in a gifted and talented program; and
   (4) Periodically reviewing gifted and talented students progress for possible revision of their program.

§8-51-6 Identification procedures. Gifted and talented students shall be identified by the schools in accordance with the following procedures:
   (1) The school shall initially screen its student enrollment for gifted and talented students by using multiple factors, including test scores, nominations, student’s products, and past records;
   (2) The school shall administer additional assessment instruments as needed to those students so identified;
   (3) The school shall compile data on these students by using a matrix or case study form;
   (4) The school committee for gifted and talented shall review the data and recommend to the principal or designee the selection of students for participation in an appropriate gifted and talented program; and
§8-51-7 Criteria for selection. Students who participate in programs for gifted and talented shall meet the following two criteria:

1. Demonstrate, or show potential for, superior achievement through available assessment instruments, observations, and rating scales in one of the following areas of giftedness and talent:
   A. Intellectual ability;
   B. Specific academic ability;
   C. Creative ability;
   D. Leadership capability;
   E. Psychomotor ability; or
   F. Performing and visual arts ability; and

2. Meet the standards and requirements of the school’s gifted and talented programs through additional factors and measures.


§8-51-8 Placement and programming.

(a) Placement of gifted and talented students shall be in appropriate educational settings in accordance with the school’s program for gifted and talented, as approved by the district superintendent. Placement shall be made with consent of the parent.

(b) Programs for gifted and talented students shall be flexible and provide special emphases as follows:

1. Progression of students at their own rate and in accordance with their special interests and talents;
2. Diversity of high level learning experiences in school and community;
3. Time to be with other students of similar ability so they may learn from each other;

§8-51-9 Record keeping. Records shall be maintained and updated yearly by the school for each student participating in a gifted and talented program. The records shall be made a part of the student’s permanent educational record. (Auth: HRS §§302A-1112, 302A-444, 302A-445) (Imp: HRS §302A-445)

§8-51-10 Reevaluation. A reevaluation may be requested after the student has participated in a gifted and talented program for at least thirty days, if the student, teacher, or parent does not consider the placement to be appropriate and of benefit to the student. Reevaluation may result in maintaining or revising the student’s educational setting or program. [Eff. AUG 23, 1984] (Auth: HRS §§302A-1112, 302A-444, 302A-445) (Imp: HRS §302A-445)
Appendix B

Sample of SCHOOL/COMPLEX PHILOSOPHY

SAMPLE 1

___________ School is committed to an educational program that recognizes the unique value, needs and talents of the individual student. The program for the academically gifted students is an integral part of this commitment.

The gifted and talented program is designed to challenge the students through an interdisciplinary instructional approach involving special curricula, enrichment and the acceleration of course content.

The ultimate goal of the program is to develop within the student a desire for excellence and a sense of individual responsibility to the school community and to a changing society.

SAMPLE 2

___________ School believes that education is a means by which every individual has the opportunity to reach his/her fullest potential. In accordance with this belief, the school provides an educational program that recognizes and provides opportunities for the individual needs of its students. To this end, the school administers an educational program designed specifically for gifted and talented students. This program provides them with opportunities to capitalize on and further develop their unique abilities, talents, interests and needs through differentiated programs. The gifted and talented program reinforces and is compatible with the total instructional program of _____________ School.

SAMPLE 3

Gifted and talented students demonstrate exceptional ability and exhibit higher-level critical thinking, creativity and conceptualization. To nurture the development of these students, a differentiated curriculum of greater challenge, complexity, abstraction and variety is needed. Therefore, gifted and talented students shall be identified and provided appropriate educational opportunities and/or specialized environments to facilitate the achievement of their personal levels of excellence. ____________ Complex Philosophy
CHARACTERISTICS OF GIFTED AND TALENTED CHILDREN

The characteristics on the following pages must be considered in the light of the following points.

1. Not all children will display all of the characteristics in any given category of traits.
2. There is a wide range among gifted children with respect to each characteristic.
3. These characteristics can be viewed as developmental in the sense that some children may not exhibit them at early stages of development but may at later stages.
4. Characteristics tend to cluster and therefore show different profiles across children as the combination of characteristic varies.
5. Characteristics that contribute to outstanding achievement in one area, such as mathematics, are not identical to those that contribute to outstanding achievement in another area, such as art. Identification criteria must be appropriate for and consistent with the areas of giftedness served. Appropriate characteristics must be related when assessing students for particular programs.
6. Gifted characteristics occur across all ethnic and socio-economics groups.

CHARACTERISTICS RELATED TO STATE DEFINITION AND THREE-RING CONCEPT

COGNITIVE CHARACTERISTICS

GENERAL INTELLECTUAL ABILITY

Intellectual ability refers to the mental capacity to learn, to integrate experiences that result in appropriate responses in new situations and the capacity to engage in abstract thinking. Students who excel in this area demonstrate mental development well beyond the average to the extent that they can profit from and should be challenged by educational opportunities of a higher level than normally provided others in their age group.

In the identification process, test score indicators are assessed along with other multiple measures identified in the school plan. Some characteristics that might be manifested by the intellectually gifted follow:

Communication Skills

- The gifted/talented exhibit precocious language development and interest in reading at an early age. They exhibit unusual ability to communicate verbally, nonverbally, physically, artistically, symbolically. They use particularly apt examples, illustrations or elaborations. They incorporate colorful language to express a point, explaining, describing or telling stories—similes, metaphors or analogies. They have a large vocabulary and use the precise language of a discipline. They respond insightfully with extensive information, details.
• They demonstrate the ability to learn and manipulate abstract symbol systems as language and mathematics at an earlier than usual age. They write with flair for metaphorical or poetic expression. They express ideas succinctly and elegantly.
• They grasp the essence of particular language styles and adapt them for own purpose.
• They read avidly and absorb books well beyond their years.

Reasoning
• The gifted and talented demonstrate abilities to make generalizations and use metaphors and analogies. They can think things through in a logical manner and are able to connect relationships that other students do not understand. They make associations across time and disciplines.
• They are critical thinkers and this may lead to skepticism and cynicism.
• They enjoy analyzing and solving more difficult problems, particularly real-world problems as opposed to fantasy or contrived problems.
• They organize ideas in unique ways, make generalizations, understand principles that underlie concepts.
• They exhibit the ability to give reasons for opinions and actions, to draw inferences and make deductions, and to make judgments and decisions informed by reason and/or evidence.
• They demonstrate logic that reflects high moral reasoning.

Problem Solving
• The gifted and talented exhibit abilities to generate large numbers of ideas and unique, ingenious solutions to problems. They exhibit unusual ability to devise or adopt a systematic strategy for solving problems and to change the strategy if it is not working.
• They exhibit abilities to generate original ideas and solutions. They create new designs, are inventors/innovators.
• They show initiative and originality in intellectual work; show flexibility in thinking and consider problems from a number of viewpoints. They exhibit complex perspectives in problem solving.
• They display in-depth information in one or more advanced areas. Information goes beyond collecting facts to include interpreting patterns, future trends, unanswered questions.

Motivation
• The gifted and talented are enthusiastic learners; they have aspirations to be somebody, do something. They are excited and derive pleasure from intellectual challenges.
• They display a high degree of concentration and ability, task commitment and energy to focus on topics, projects, problems for considerable periods of time. They show intrinsic motivation to pursue areas of interest.
• They set realistically high standards for self and are self-critical in evaluating and correcting own efforts.
• They demonstrate persistent and goal-directed behaviors.
Appendix C

Interests
• The gifted and talented demonstrate unusual or advanced interests in a topic or activity. They can pursue an activity unceasingly.
• They have a wide range of interests, often of an intellectual kind and develop one or more interests to considerable depth. They have a large storehouse of information in general.

Inquiry
• The gifted and talented ask unusual questions for their age. They play around with ideas.
• They exhibit extensive exploratory behaviors directed toward getting information about things or situations. They use different strategies for finding things out.
• They display a strong need to know and understand how the world works from early childhood. Adults who treat the children’s questions with respect and give information appropriate to the needs help to build their motivation and orientation to academic pursuits.
• They show persistent intellectual curiosity, ask searching and provocative questions, show exceptional interest in the nature of man and the universe.

Insight
• The gifted and talented demonstrate exceptional abilities to draw inferences. They appear to be good guessers.
• They demonstrate heightened capacities for seeing unusual and diverse relationships, integration of ideas and disciplines.
• They show insight into mathematical problems that require careful reasoning and grasp mathematical concepts readily.

Memory
• The gifted and talented have exceptional abilities to retain and retrieve information. They can recall and comprehend important details, concepts and principles. They need only 1-2 repetitions for mastery.
• They have a wealth of information about many topics. They pay attention to details. They can manipulate information to use in other situations/studies.

SPECIFIC ACADEMIC APTITUDE

Specific academic ability is demonstrated by those students whose academic potential or performance in specific curricular areas, such as mathematics or the language arts, exceeds what is normally expected of students according to the established norms for their age and grade level. In the identification process, test score indicators are assessed along with other multiple measures identified in the school plan. Some characteristics that might be manifested by these students follows:

• The gifted and talented with specific academic aptitudes show similar characteristics to the above general intellectual abilities but they are concentrated around one or a few fields. In the area(s) of interest, they learn rapidly and easily with less repetition and have long attention spans.
• They spend time voluntarily beyond ordinary assignments on projects of interest to them. They are able to extend learning from these key areas to various situations somewhat unrelated in orientation.
• They have broad perspectives and in-depth knowledge in these areas of interest.

### CREATIVE ABILITY

Creative ability is the ability for students to produce new ideas by bringing together elements usually thought of as independent or dissimilar and the aptitude for developing new meaning that has social value. They engage in divergent thinking, or conceptualize in abstract terms at high levels. These students are generally insightful, exceptionally imaginative and original, and excellent problem solvers who are able to set aside established ways of doing things when appropriate. Here are some characteristics that might be manifested by the creatively gifted and talented:

• The gifted and talented demonstrate processes of forming mental images of objects, qualities, situations or relationships that are not immediately apparent to the senses. They show exceptional ingenuity in using everyday materials.
• They are able to produce many ideas, often highly original. They may come up with ideas that are seemingly wild and silly.
• They can produce ideas fluently and flexibly.
• They show creative ability or imaginative expression in such things as music, art, dance, drama; show sensitivity and finesse in rhythm, movement and bodily control as well as show originality in intellectual work and problem solving.

### LEADERSHIP ABILITY

Leadership ability can be defined as the ability to direct individuals or groups to a common decision or action. These students have the ability to organize and promote activities and are generally recognized and accepted by their peers who legitimize their role as leaders. Some characteristics that might be manifested by these students follow:

• The gifted and talented in leadership demonstrate the ability to organize, influence and motivate other people. They relate well with their peers and are considered to be good role models by their peers. They can set the mood and trends of the class by behaviors, attitude or style of dress.
• They are intelligent and have good reasoning powers. They are able to deal with abstract concepts, futures and planning, and time constraints.
• They exhibit enthusiasm, are loyal and responsible. They are able to adapt to different situations.
• They possess self-confidence.
• They are sensitive to the needs and feelings of others and have a desire to help others.

### VISUAL/PERFORMING ARTS ABILITY
Gifts and talents in the performing and visual arts are in reference to students who, as compared to their age-mates, demonstrate exceptional skill or potential in areas such as art, dance, music, drama or speech. Some characteristics that might be manifested by the gifted/talented in these areas follow:

**Art**

- The gifted and talented in the visual arts think and express themselves in creative and original ways. They follow a different plan from others and challenge the tasks given.
- They have strong desires to create in a visual form. They are driven by ideas, imagination, flights of fancy, humor. They also have humanitarian concerns.
- They show a passionate interest in the world of art and design. They test the boundaries of normal processes. They test ideas and explore ways to depict ideas, emotions, feelings and meanings.
- They use materials, tools and techniques skillfully and learn new approaches easily. They use materials and processes in creative, practical and inventive ways.
- They can critically evaluate visual work and other information. They make unusual connections between their own and others’ work. They apply ideas to their work in innovative ways.

**Music**

- In perception, the gifted/talented music student has a high degree of sensitivity to pitch variation, duration, tempo and rhythm, qualities of sound and dynamic variation. They have the capacity to imagine sound and its organization and have a highly developed tonal and rhythmic memory.
- In organization, they know about the organization of sound, have the ability to apply knowledge in the manipulation of organized sound, in the analysis and evaluation of organized sound, and in the creative organization of sound.
- In performance, they have the ability to perform with accurate intonation, appropriate and controlled quality of tone, and with a high degree of technical facility.
- In response, they have the ability to interpret music with accuracy and sensitivity. They show a sustained interest in music activities.

**Drama**

- The gifted and talented in drama are eager to participate in classroom plays or skits. They effectively use voice, gestures and facial expressions to communicate feelings. They command and hold the attention of the group when speaking.
- They are able to evoke emotional responses from listeners, can get people to laugh, frown, feel tense, etc. They can imitate others, the way people speak, gesture, etc. They have a sense of timing when moving a dramatic piece to a climax and conclusion.
- They can readily shift from one character to another.
- They like to make up original plays or stories.
- They are able to perceive problems and innuendoes of expression when interacting with others.

**TASK COMMITMENT**
Gifted and talented students exhibiting task commitment demonstrate a focused form of motivation, often described as perseverance, endurance, hard work, dedicated practice in the area(s) of their interest. Some characteristics that might be manifested follow.

- Gifted and talented students show a capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem or area of study.
- They show confidence in their abilities to carry out important work and have a drive to achieve. They set high standards and are open to self and external criticisms.
- They have the ability to identify significant problems within specialized areas and to keep abreast of new developments within the areas of their interests.
# Young Gifted/Talented Children

Characteristics Related to State Definition

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>How It May Look</th>
</tr>
</thead>
</table>
| **General Intellectual Ability** | • Young gifted/talented children learn rapidly, easily and efficiently. They are avid readers. They have powers of concentration, an intense attention that excludes all else. They have a wide range of interests and in-depth knowledge in topics and want to do “real” learning. They have good memories.  
• They are secure emotionally, are venturesome, wanting to do new things. They need little outside control—apply self-discipline. They are resourceful—solving problems by ingenious methods. They may dominate peers or situations.  
• They are creative in new ideas, seeing associations, pursuing innovations. They display a great curiosity about objects, situations or events and have the capacity to look into things and be puzzled.  
• They have the capacity to use knowledge and information other than to memorize. They show superior judgment in evaluating things and display a willingness to accept complexity.  
• They are good guessers.  
• They retain and use information that has been heard or read. They use a large number of words easily and accurately, and ask many provocative and thoughtful questions.  
• They have a power of abstraction, conceptualization and synthesis. They have an interest in cause-effect relations.  
• They are persistent, independent and have a high energy level.  
• They have extensive vocabularies and use complex words and sentence structures. They show originality in oral and written expression.  
• They exhibit wit and humor.                                                                                                                                                                                                                                                          |
| **Specific Academic Aptitude** | • Young gifted/talented children who have specific academic aptitudes show similar characteristics to general intellectual ability but concentrated around one or a few fields.  
• They have long attention spans in areas of interest and learn rapidly, easily and with less repetition in one or a few specific areas. They have extensive information about topics of their interest.  
• They love one or a few areas of knowledge and spend time voluntarily beyond ordinary assignments on projects of interest to them. They are able to extend learning from these key areas to various situations somewhat unrelated in orientation.  
• They are able to show a broad perspective on one or more subjects.  
• They seek assistance of others beyond their age peers in extending knowledge in areas of interest.                                                                                                                                                                           |
<p>| <strong>Creative Thinking</strong> | • Young gifted/talented children are fluent in producing and elaborating on ideas and can make unusual associations between remote ideas. They can show intense concentration on a task.                                                                                                                                                      |</p>
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>How It May Look</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• They are flexible in thinking patterns and act spontaneously, intuitively. They tolerate ambiguity and uncertainty and can sense inconsistencies and discontinuities.</td>
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<tr>
<td></td>
<td>• They readily guess and make hypotheses. They juggle or redefine elements of a problem or task and can provide multiple solutions or responses to problems.</td>
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<tr>
<td></td>
<td>• They are uninhibited in expression, sometimes radical. They are intellectually playful, interested in fantasy, imagination. They try to adapt or improve things.</td>
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<tr>
<td></td>
<td>• They have a keen sense of humor, seeing humor in situations others don't.</td>
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<tr>
<td></td>
<td>• They don’t accept authoritarian pronouncements without their own judgment. They ask provocative questions, challenge parents, teachers, and written and other authorities.</td>
</tr>
<tr>
<td></td>
<td>• They are bored with memorization and recitation.</td>
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<tr>
<td></td>
<td>• They display high energy, sometimes disruptively.</td>
</tr>
<tr>
<td></td>
<td>• They can show unusual degrees of originality, concentration and persistent hard work on projects that capture their interest and imagination. They can produce unexpected, sometimes silly responses.</td>
</tr>
<tr>
<td>Leadership</td>
<td>• Young gifted/talented children can organize, stimulate and arouse others. They recognize skills and abilities possessed by others and interact with others easily showing social skills.</td>
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<tr>
<td></td>
<td>• They can articulate ideas clearly and can recognize and articulate the goals of a group.</td>
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<tr>
<td></td>
<td>• They can listen to others empathetically and understand how people feel and how groups function. They can give directions clearly and effectively and exercise authority reliably and responsibly.</td>
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<tr>
<td></td>
<td>• They can participate in non-leadership roles within a group.</td>
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<tr>
<td></td>
<td>• They can establish the mood of a group and show abilities to support others in a group when appropriate. They are able to coordinate the work of several individuals.</td>
</tr>
<tr>
<td></td>
<td>• They are often asked for ideas and suggestions and are looked to by others when something must be decided.</td>
</tr>
<tr>
<td>Psychomotor</td>
<td>Visual/Performing Arts</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Psychomotor</strong></td>
<td><strong>VISUAL ARTS</strong></td>
</tr>
<tr>
<td>- The young gifted/talented in the area of psychomotor are energetic, rhythmic, well coordinated and confident in physical activities. They demonstrate outstanding sense of spatial relationships.</td>
<td>- Young artistically gifted/talented children treat art seriously and enjoy it. They can draw a variety of objects, and put depth into drawing, showing planning and good proportion. They pursue art in their spare time.</td>
</tr>
<tr>
<td>- They are inventive in constructing or modifying games.</td>
<td>- They show originality in modes of undertaking art and are willing to try out new materials and experiences.</td>
</tr>
<tr>
<td>- They are able to understand the intellectual aspects of psychomotor activities.</td>
<td>- They use art to express feelings and experiences.</td>
</tr>
<tr>
<td>- They demonstrate endurance, stamina and persistence in physical activities. They exhibit precision in movement, good manipulative skills.</td>
<td>- They are interested in other people's art, both appreciating and criticizing it.</td>
</tr>
<tr>
<td><strong>MUSIC</strong></td>
<td><strong>MUSIC</strong></td>
</tr>
<tr>
<td>- Young musically gifted/talented children enjoy musical activities and demonstrate musical feelings. They have a good sense of rhythm; are well coordinated.</td>
<td>- Young musically gifted/talented children enjoy musical activities and demonstrate musical feelings. They have a good sense of rhythm; are well coordinated.</td>
</tr>
<tr>
<td>- They can discriminate musical and other sounds well. They show good tonal memory. They make up original tunes.</td>
<td>- They can discriminate musical and other sounds well. They show good tonal memory. They make up original tunes.</td>
</tr>
<tr>
<td>- They respond readily to rhythm, melody and harmony and use music to express feelings or experiences. They enjoy dance and dramatic activities with musical elements.</td>
<td>- They respond readily to rhythm, melody and harmony and use music to express feelings or experiences. They enjoy dance and dramatic activities with musical elements.</td>
</tr>
<tr>
<td><strong>DRAMATICS</strong></td>
<td><strong>DRAMATICS</strong></td>
</tr>
<tr>
<td>- Young gifted/talented children in the area of drama demonstrate interest and enjoyment in dramatic activities. They readily shift into role of another character, animal or object. They use voice to reflect changes in mood.</td>
<td>- Young gifted/talented children in the area of drama demonstrate interest and enjoyment in dramatic activities. They readily shift into role of another character, animal or object. They use voice to reflect changes in mood.</td>
</tr>
<tr>
<td>- They demonstrate understanding of conflict when acting out a dramatic event. They are able to communicate feelings by means of facial expressions, gestures and bodily movements.</td>
<td>- They demonstrate understanding of conflict when acting out a dramatic event. They are able to communicate feelings by means of facial expressions, gestures and bodily movements.</td>
</tr>
<tr>
<td>- They enjoy evoking emotional responses from listeners. They can bring a dramatic situation to a climax with a well-timed ending when telling a story.</td>
<td>- They enjoy evoking emotional responses from listeners. They can bring a dramatic situation to a climax with a well-timed ending when telling a story.</td>
</tr>
</tbody>
</table>
IDENTIFICATION PROCESS: SAMPLE LETTERS TO PARENTS

Sample 1

Dear Parent(s):

Your child, __________________________, has been recommended for consideration for the Gifted/Talented Program at ________________ Elementary School. This program serves students in grades 4-6.

The program is a pullout program. Selected students will meet with the G/T teacher for four 1-hour sessions each week. During that time, they are taught a differentiated curriculum stressing higher level thinking skills, technological skills, and the language arts.

Students in grades 4 through 6 are selected for the G/T Program based on the following items:
Teacher rating on learning characteristics and communication-precision skills
Review of academic records
Review of standardized test scores
Mental Ability Test
SAGES Screening Test
Writing Sample

Please discuss the advantages and disadvantages of participation in the G/T Program with your child. It requires extra work for the student and commitment from the parents. Please note that each year only a fraction of students entering this G/T screening process are selected for the program.

Participation in both the screening process and the GT Program is voluntary. Your child is not required to participate in this screening or the G/T program. However, once a commitment is made to become a member of the program, outstanding performance and follow-through are expected of the students selected.

If you will allow your child to be screened for the G/T Program, please fill out the attached Parent Permission for Evaluation form (permission to test) and return it as soon as possible to:

Student Services Coordinator
Phone: ______________________

You will be notified of the outcome of the evaluation process by letter.

Thank you very much for your time and cooperation.

________________________
Principal
Sample 2

**Parent Permission for Evaluation**

To: ______________________, Principal

You have my consent to administer additional tests as part of the Gifted and Talented Program identification process.

I understand that the test results will be held strictly confidential.

______________________________
Parent Signature

Date: ______________

Sample 3

Dear Parent(s),

Thank you for your interest in the Elementary School G/T Program. Our school’s G/T Screening Committee, composed of the Principal, Curriculum Coordinator, and Student Services Coordinator, has completed the evaluation of all the students nominated for the program.

The Committee based its selection on multiple criteria including test scores, academic performance, teacher recommendations, writing samples, and task commitment as rated by their teachers.

I am pleased to inform you that your child did meet the criteria to participate in our G/T Program. An orientation meeting for students and parents will be held soon. Please see the enclosed flyer for details. I look forward to seeing you then.

If you have any questions, please contact me at ________.

Sincerely,

______________________________
Principal
Sample 4

Dear Parent(s),

Thank you for your interest in the Elementary School G/T Program. Our school’s G/T Screening Committee, composed of the Principal, Curriculum Coordinator, and Student Services Coordinator, has completed the evaluation of all the students nominated for the program.

The Committee based its selection on multiple criteria including test scores, academic performance, teacher recommendations, writing samples, and task commitment as rated by their teachers.

This letter is to inform you that your child did not meet the criteria to participate in our G/T Program at this time. Although your child will not be participating in our program, s/he has demonstrated above average work habits and academic potential.

If you have any questions, please contact me at ____________

Sincerely,

__________________________
Principal
SUMMARY OF ASSESSMENT INSTRUMENTS

In selecting assessment measures for identification, the school should relate the test to the program for which the students are being identified. If the program is focused on general intellectual ability, for example, then the test should assess intelligence. If the program focus is on mathematics, then the instrument should focus on abilities/achievement in mathematics. The test should be used only as its developers intended to preserve the validity of the test. The following are brief descriptions of assessment instruments.

### ASSESSMENT INSTRUMENTS FOR SCREENING AND IDENTIFICATION OF GIFTED LEARNERS’ INTELLECTUAL ABILITY

<table>
<thead>
<tr>
<th>Test</th>
<th>Scoring Information</th>
<th>Composite Scores</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoGAT Form 6</td>
<td><em>Primary Ed.</em>: Oral Vocabulary, Verbal Reasoning, Relational Concepts, Quantitative Concepts, Figure Classification and Matrices <em>Multilevel Ed.</em>: Verbal Classification, Sentence Completion, Verbal Analogies, Quantitative Relations, Number Series, Equation Building, Figure Classification, Figure Analogies, Figure Analysis</td>
<td>Verbal, Quantitative, Nonverbal and Composite</td>
<td>Riverside Publishing 8420 Bryn Mawr Ave. Chicago, IL 60631</td>
</tr>
<tr>
<td>Kaufman Test of Educational Achievement/Normative Update (KTEA/NU)</td>
<td>Reading, Mathematics, Spelling</td>
<td>Brief and Comprehensive Forms</td>
<td>American Guidance Service 4201 Woodland Rd. Circle Pines, MN 55014</td>
</tr>
<tr>
<td>Naglieri Nonverbal Ability Test—Multi-level Form (NNAT)</td>
<td>Language-free, culture-fair, 7 levels for K-12 Non-verbal Reasoning, General Problem-solving 30 min. group/individual</td>
<td></td>
<td>Harcourt Brace Educational Measurement 555 Academic Ct. San Antonio, TX 78204</td>
</tr>
<tr>
<td>Otis Lennon School Ability Test, 8th Ed. (OLSAT)</td>
<td>Verbal Comprehension, Verbal Reasoning, Non-Verbal: Pictorial Reasoning, Figural Reasoning, Qualitative Reasoning</td>
<td>Total</td>
<td>Harcourt Brace Educational Measurement 555 Academic Ct. San Antonio, TX 78204</td>
</tr>
<tr>
<td>Ravens Progressive Matrix</td>
<td>Nonverbal Reasoning, Critical Thinking Untimed, approximately 45 mins.</td>
<td>Percentile</td>
<td>Psychological Corp (Harcourt Brace)</td>
</tr>
<tr>
<td>Screening Assessment for Gifted Elementary Students - 2nd ed. (SAGES-2)</td>
<td>Mathematics/Science, Language Arts/Social Science, Reasoning (Forms K-3, 4-8)</td>
<td></td>
<td>PRO-ED 8700 Shoal Creek Blvd. Austin, TX 78757</td>
</tr>
<tr>
<td>Test</td>
<td>Scoring Information</td>
<td>Composite Scores</td>
<td>Publisher</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Test of Mathematical Abilities for Gifted Students (TOMAGS)</td>
<td>Mathematical Reasoning and Problem-Solving (For identification of students gifted in mathematics)</td>
<td>Primary Level, Intermediate Level</td>
<td>PRO-ED 8700 Shoal Creek Blvd. Austin, TX 78757</td>
</tr>
</tbody>
</table>
# ASSESSMENT INSTRUMENTS FOR THE SCREENING AND IDENTIFICATION OF LEARNERS’ ACHIEVEMENT

<table>
<thead>
<tr>
<th>Test</th>
<th>Scoring Information</th>
<th>Composite</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Reference</td>
<td>8420 Bryn Mawr Ave. Chicago, IL 60631</td>
</tr>
</tbody>
</table>
| Iowa Tests of Basic Skills, (ITBS), Forms K, I, M | Percentile ranks, standard scores, grade equivalents  
|                                                |                                                                                      |            | 8420 Bryn Mawr Ave. Chicago, IL 60631          |
| Peabody Individual Achievement Test-Revised (PIAT-R) | General Information, Reading Recognition, Reading Comprehension, Mathematics, Spelling, Written Expression | Total Reading, Total Test, Written Language Composite | American Guidance Service |
|                                                |                                                                                      |            | 4201 Woodland Rd. Circle Pines, MN 55014       |
| Peabody Picture Vocabulary Test, Third Ed. (PPVT-III) | Receptive Vocabulary                                                                 | Receptive  | American Guidance Service                      |
|                                                |                                                                                      | Vocabulary | 4201 Woodland Rd. Circle Pines, MN 55014       |
| Stanford Achievement Test-10th ed.             | Form A: Reading, Language (traditional), Spelling, Mathematics, Science, Social Studies, Listening  
Form D: Identical to above except language is Comprehensive Language (integrated test.  
Abbreviated batteries and subtests also available. | Composite  | Harcourt Brace Educational Measurement |
|                                                |                                                                                      |            | 555 Academic Ct. San Antonio, TX 78204         |
# ASSESSMENT INSTRUMENTS FOR THE SCREENING AND IDENTIFICATION OF GIFTED LEARNERS’ OTHER ABILITIES/STRENGTHS

<table>
<thead>
<tr>
<th>Test</th>
<th>Scoring Information</th>
<th>Composite Scores</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted and Talented Evaluation Scales (GATES)</td>
<td>Subtests: Intellectual Ability, Academic Skills, Creativity, Leadership, Artistic Talent</td>
<td></td>
<td>PRO-ED 8700 Shoal Creek Blvd. Austin, TX 78757</td>
</tr>
<tr>
<td>Leadership Skills Inventory (LSI)</td>
<td>Fundamentals, Written Communication, Speech Communication, Character Building, Decision-Making, Group Dynamics, Problem Solving, Personal Skills, Planning</td>
<td></td>
<td>Gifted Psychology Press P.O. Box 5057 Scottsdale, AZ 85261</td>
</tr>
<tr>
<td>(Renzulli-Hartman) Scales for Rating the Behavioral Characteristics of Superior Students</td>
<td>Learning, Creativity, Motivation, Leadership, Artistic, Musical, Dramatics, Communication, Planning</td>
<td>Scale Total</td>
<td>Creative Learning Press P.O. Box 320 Mansfield Center, CT 06250</td>
</tr>
<tr>
<td>Scales for Identifying Gifted Students (SIGS)</td>
<td>General Intelligence, Language Arts, Mathematics, Science, Social Studies, Creativity, Leadership (May select relevant scale; correlations to WISC-III, Otis Lennon School Ability Index, Torrance Test of Create Thinking/Figural)</td>
<td>Standard Scores</td>
<td>Prufrock Press P.O. Box 8813 Waco, TX 76714</td>
</tr>
<tr>
<td>Torrance Scale for Rating Positive Creative Characteristics</td>
<td>Characteristics, Creative Expression in 18 Areas</td>
<td>Teacher Rating Scales</td>
<td>Scholastic Testing Services, Inc.</td>
</tr>
</tbody>
</table>
## SAMPLE MATRIX FORM

**School:**

Student ___________________ Age _______ Grade _____ Date ______________

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
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<tr>
<td></td>
<td>%</td>
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<td>%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Column Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight x5</td>
</tr>
<tr>
<td>Add across</td>
</tr>
<tr>
<td>Total Score</td>
</tr>
</tbody>
</table>

Selected _____________ Not-Selected ____________
### SAMPLE PLANNING FOR NOMINATION, SCREENING, SELECTION, AND PLACEMENT OF THE GIFTED AND TALENTED

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Tasks</th>
<th>Materials Needed</th>
<th>Name of Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Staff informed of identification activities prior to the open identification period</td>
<td>• Develop internal memo or secure time at a faculty meeting.</td>
<td>• Timeline of activities and expectations of participants</td>
<td></td>
</tr>
</tbody>
</table>
|      | Nomination materials disseminated to teachers and others with specified due date | • Prepare nomination packets.  
• Prepare list of names of students already identified and participating in the program. | • Nomination materials for the various groups that will be submitting nominations  
• List of students for teachers’ packets | |
|      | Implementation of screening phase | • Organize nominations for gathering data.  
• Send letters to parents/guardians.  
• Disseminate forms and instruments related to gathering data on nominated students to appropriate personnel.  
• Administer tests, if necessary. | • Matrices and other forms  
• Letters  
• Rating scales, supplemental checklists, etc. used by the school  
• Tests | |
|      | Appointment of selection committee members (minimum of 3 members) | | Principal or designee | |
|      | Student data is organized for selection committee | • Plot data on matrices.  
• Code student data materials.  
• Prepare master list. | | |
|      | Selection committee convenes and submits report to principal/designee with names of students recommended for the program | • Review student data and make recommendations for placement or non-placement at this time.  
• Recommend alternative program/instructional emphasis where appropriate. | • Student data packets | |
|      | Principal/designee approves/revises list and places selected | • Send letters of acceptance or non-acceptance to parents/guardians. | • Acceptance letter with request for | |
| students into the program | • Obtain permission from parents/guardians for selected students to participate in the program.  
• Place selected students into program upon receipt of parent/guardian approval. | parent/guardian approval for participation in the program  
• Regret letters |
### School Gifted and Talented Program Checklist

<table>
<thead>
<tr>
<th>Dimensions of School Plan</th>
<th>Meets</th>
<th>Not Yet</th>
<th>Targeted Date for Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program philosophy, goals and objectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Philosophy developed specific to gifted and talented students in a position paper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Goals and evaluation procedures determined with measurable objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Total school population has opportunity to be considered for nomination, testing, selection and placement</td>
<td></td>
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<tr>
<td><strong>Program design</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Identification and selection criteria and procedures established in writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Staff informed of identification activities prior to open identification period</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Teachers selected to implement program</td>
<td></td>
<td></td>
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<tr>
<td>• Curriculum plan devised including dimensions of content, process, and product</td>
<td></td>
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<tr>
<td>• Instructional strategies and materials integrated to fit the goals and objectives of program</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Nomination phase includes dissemination of information to students, parents, educators, community members and peers</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• General identification periods are established with adjustments made for transfer students</td>
<td></td>
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<tr>
<td>• Selection committee members appointed (minimum of 3 members)</td>
<td></td>
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<tr>
<td>• Screening phase includes multiple criteria</td>
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<tr>
<td>o Standardized test instruments</td>
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<td>o Essays</td>
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<tr>
<td>o Interviews</td>
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<tr>
<td>o Auditions</td>
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<tr>
<td>o Rating Scales</td>
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<tr>
<td>• Multiple criteria compiled onto a matrix or case study format for review by selection committee</td>
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<tr>
<td>• Selection committee convened and report submitted to principal with names of students recommended for the program</td>
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<tr>
<td>• Principal approval/revision of list completed and selected students placed into the program</td>
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<tr>
<td>• Parental consent obtained for placement in program</td>
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</tbody>
</table>
# School Gifted and Talented Program Checklist

<table>
<thead>
<tr>
<th>Dimensions of School Plan</th>
<th>Meets</th>
<th>Not Yet</th>
<th>Targeted Date for Improvements</th>
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</thead>
<tbody>
<tr>
<td>• Instructional plans for student experiences are different from those provided in the regular classroom</td>
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<tr>
<td>• Differentiated curriculum denotes content, process and products at a more advanced, complex and creative level</td>
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<td>• Program sufficient in length to assure that activities will have significant and measurable effect</td>
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<td>• Processes stress creativity and higher level thinking skills</td>
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<td>• Products are varied and reflect appropriately what students have learned</td>
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<tr>
<td>• Program is flexible and allows students to progress at their own rate and in accordance with their special needs, interests and talents</td>
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<tr>
<td>• Procedures for evaluation of student progress, program objectives and program administration developed</td>
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<tr>
<td>• Information determined for recordkeeping</td>
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<tr>
<td>• Recordkeeping form developed</td>
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<td>• Records are maintained and updated yearly</td>
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<tr>
<td>• Coordination exists between the levels within and between schools in a complex to facilitate the transfer of records</td>
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</tbody>
</table>

## Staff Development

- Staff development plan developed to address nature and needs of gifted students
- Staff in-serviced on curriculum differentiation
- Staff trained in affective needs of the gifted

## Parent Involvement

- Develop plan to involve parents